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ABSTRACT

This book discusses the background and origins of reading problems, including poor reading instruction and frustrations of different instructional methods. The book presents a complete method for teaching basic skills needed in reading. Part 1 (What Every Parent Should Know about Learning To Read) contains the chapters: "Does My Child Have a Reading Problem?"; "Thomas and the Hornbook"; "Why Reading Problems Aren't Recognized at School"; "Reading Readiness"; and "Testing Results." Part 2 (The McCarthy Method--A Complete Tutorial) includes the chapters: "The Alphabet"; "Spelling and Phonics--A Syllable at a Time"; "Associating Spelling with Reading"; "Introduction to Syllabication"; "Syllabication Exercises"; "Basic Skill Review"; "Mechanics of Reading"; "Developing Speed and Comprehension"; "Stories for Beginning Readers"; and "Reinforcing Basic Skills." (Contains 39 references. Appendixes contain information on reading habits of Polynesian children from Tonga, a reading questionnaire check sheet, and a sample lesson plan sheet.) (EF)

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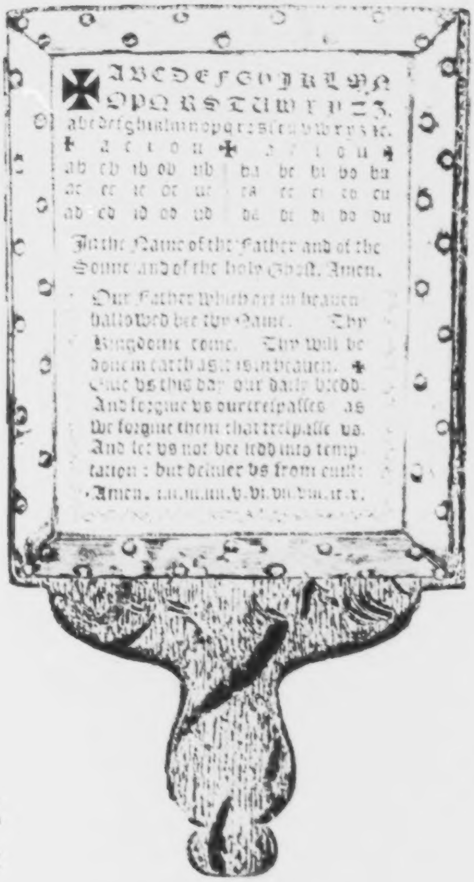
Why Thomas Can Read
A Complete Tutorial
Prevents & Remedies Reading Disabilities

Kenneth E. McCarthy


In the Name of the Father and of the Sonne and of the holy Ghoſt. Amen.
Our Father which art in heaven hallowed bee thy Name. Thy Kingdome come. Thy will be done in earth as it is in heaven. Give vs this day our daily bread. And forgive vs our treſpaſſes as we forgive them that treſpaſſe vs. And let vs not bee ledd into temptation: but deliver vs from evill: Amen.

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About the Author

Kenneth McCarthy, Stanford University, MA, has more than 30 years experience as an elementary teacher and principal. At his Center for Learning Improvement in Menlo Park, California, Mr. McCarthy has turned more than 200 problem readers into avid readers. His students, ages 6-42, have come from all economic, ethnic, and racial backgrounds. Some were enrolled in special education classes, many had sought help from hearing, vision, and learning specialists, and several more had spent years in expensive private schools. Despite all these efforts, these students shared a common problem. Their poor reading skills were holding them back from success from school or work.

What has happened to these students is phenomenal. With McCarthy's help, even "hopeless" learning disability students – so called because both teachers and school administrators had concluded they would never learn to read – have learned to spell, read, and articulate clearly. These findings are documented in a two-year study of at-risk, public school minority children in East Palo Alto, California (Project Innovation, *Reading Improvement*, Spring, Summer, 1995).

Many educators, counselors, and potential clients have asked McCarthy to share his methods. This book is the result. Part 1 answers questions common to concerned parents: How can I tell if my child has a reading problem? How do reading problems affect a child? What causes reading problems and how can they be prevented? McCarthy rejects medical explanations of *dyslexia* (literally, difficulty reading). Instead, he pins the blame on poor teaching methods in our schools, including the *sight method* (which teaches readers to memorize whole words instead of dividing words into syllables) as well as conventional overly complicated phonic programs.

The second half of the book provides clear, step-by-step instructions for teaching reading using McCarthy's Basic Reading Fundamentals. Part II consists of 10 tutorials, each divided into short lessons and exercises. Students learn skills in easy steps that start with the alphabet and progress all the way to short stories or essays. Most skills can be taught at a kindergarten and grade 1st grade level, and a modular format allows teachers to tailor the lesson plan to different abilities. Parents can easily follow the lesson to teach their children at home.

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Kenneth E. McCarthy

Basic Foundation Press
1140 Hidden Oaks Drive
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Jean Stein worked as a contributing editor for the present book. She showed a remarkable insight in understanding the reading process. She wrote the current version of Chapter 1, Does My Child Have a Reading Problem?, and Tutorial 11, Spelling and Phonics - A Syllable at a Time. She also worked on other chapters, as well as re-organizing the original manuscript. I also wish to thank Elisa Ignatius for her editorial assistance of my original manuscript. Especially helpful was her suggestion regarding the statistical analysis of students with severe reading problems..

Encouragement and suggestions were given by Dr. John Gessford, Mary Folsom, Stephanie Twomey and my wife Miriam.

For research, which provided the back ground information of my book, I appreciated the use of the Cubberly Educational Library and the Lane Medical Library at Stanford University.

This book is dedicated to Miriam, Brian, Mary Jo, Christine, and Maxwell.

> Then I thought of reading, the nice and subtle happiness of reading,
> The joys not dulled by age, the polite and unpunishable vice, this
> selfish, serene, life long intoxication.
> Logan Pearsall Smith (Trivia, 1917)

Preface

The public has not received the message that dyslexia and most learning disabilities can be prevented or successfully remedied by correct teaching. Unfortunately, the problem has been with us since about the early 1900's.

In teacher training, future teachers do not realize that they were being trained in only one particular method- the sight or whole word method of teaching reading. (The sight method is a technique of teaching reading in which students are taught to recognize or memorize whole words rather than learning the sounds of syllables) A limited amount of phonics was sometimes included. Alternative methods were not offered. This narrow viewpoint gave teachers a limited perspective, preventing them from weighing this method against alternative teaching methods.

The other primary system of teaching reading is known as the phonic system, of which there are many. Phonics is the study of sound and a method of teaching reading whereby students learn to recognize syllables within words.. Parts of words are learned first, as all words contain one or more syllables. When students can sound out the syllables or word parts, then even the most complex words can be read.

For over 50 years comparisons between the sight and phonic methods have shown no statistical difference. Schools have used programs based entirely on the sight method to programs exclusively using phonics. Often the two systems are combined. What is confusing and not understood is that all phonic systems are not equal. Some phonic systems are only partially effective and some don't work at all. Teaching a balance between the two systems is unproductive because the sight and syllabic-phonic systems are incompatible.

Dismal reading scores have been echoed in countless classrooms across the country, causing a grassroots "revolution" against the whole word method. However, the conflict between proponents of either method, sight or phonic, and the resulting confusion, has led to unsatisfactory results.

The Sunday Los Angeles Times of 12/12/99 reports that more than half of special education students in California are called "learning disabled", a catch all category primarily for children who have trouble reading. That category has grown by 63% over the past 15 years. Estimated costs to taxpayers is over one billion dollars and fewer than 10% of children classified as learning disabled ever leave special education.

The answer to the reading dilemma is *first* is showing that there are basic fundamental skills that are necessary for *all* to read effectively. These skills are provided in the tutorial section of this book.

McCarthy strongly believe that the roots of illiteracy and learning disabilities begin in kindergarten and first grade. The manner in which reading has, and is still being taught, is a national tragedy. The root of reading problems lies in our educational system. Admitting our failure is perhaps difficult, but hopefully change need not come slowly. He believes there is a better solution to this problem. His hope is that this book will show how to prevent this educational disaster from occurring to present and future generations of children.

[1] Publications include a report of McCarthy's two year study of at-risk minority children from the Ravenswood School District in East Palo Alto, Ca. Participants included learning disability children and others considered hopeless as far as having the ability to read. The premise was to show that the deficiency in learning to read is in the flawed philosophy of beginning reading instruction rather than the deficiency in the individual. Students made substantial personal and academic gain. Results were published in the reading journal, Project Innovation, Reading Improvement, Spring and Summer, 1995.

Part 1

What Every Parent Should Know About Learning to Read

Chapter 1

Does My Child Have A Reading Problem?

Recently, a child psychologist referred a young mother to me because her first grade son, Matt, disliked school and often complained of stomach aches. Matt's academic profile was puzzling. His report card gave him "Bs" in reading, and on standardized reading comprehension tests he scored at second grade level. However, Matt refused to read library books, detested reading and hated school.

From the day he arrived at my Center For Learning Improvement (the reading Center I founded to help children and adults overcome reading problems), it was clear that Matt had a bright active mind. It was also clear that he was very anxious. What was the problem? Matt's school had taught him to read using the sight method. (This teaching system, also known as the whole word, look say, or intrinsic method, involves teaching students to read by memorizing whole words instead of teaching the sounds of syllables within words so that readers can decode new words for themselves.)

Like many children taught by the sight method, Matt was stumped when he came a across an unfamiliar word in his reading assignment—and so he guessed at these words. Often he guess correctly, because he had memorized many words. But just as often his guesses were wrong, and this was very frustrating to a bright boy like Matt. No wonder he didn't like school.

After a short period of extensive practice in the McCarthy Basic Skills, which includes his syllabic-phonic system (presented in Part11 of this book), Matt was starting to read fluently. Not coincidentally, two other changes occurred. Matt began reading for pleasure. And he also discovered that he enjoyed school!

Matt's case is not unusual. Reading problems, or *dyslexia*-a word that when translated literally from the Greek simply means "not good " (*dys*) at "reading" (*lexia*)-are endemic in our schools today. (The World Federation of Neurology defines dyslexia as "a disorder in children and adults who, despite conventional classroom experience, fail to attain the language skills of reading writing, and spelling commensurate with their intellectual abilities" (1968).

In my own experience as a public school teacher and principal before I founded the Center for Learning Improvement, the widespread existence of reading problems was painfully obvious to me . Every year for 30 years. About 20 % of my school's first grade children did not meet second grade reading requirements when it was time to advance at the end of the school year.

SOME ALARMING FACTS ABOUT READING IN OUR COUNTRY

My observations were not unusual. What I had seen in my own classrooms was a miniature version of what was going on in our country as a whole. According to the National Institute of Child Health and Human Development, reading problems affect at least 10 million American children, or about one child in five. In 1994 testing by the National Assessment of Educational Progress (NAEP), only 25% of fourth graders, 28% of eighth graders, and 34% of twelfth graders in our schools scored at a proficient level in reading!

Reading problems in our country are not limited to school children. Even conservative estimates show that 10-25% of *adults* in the United States have some sort of reading disability. A literacy survey of adults compiled by the Right to Read Foundation in 1992 found that 22%-or 40 million Americans-cannot read, while 27%-fully 50 million Americans- cannot write simple messages or letters. Reading problems are not limited to a particular group. They cross all social, educational, and economic backgrounds.

Why Schools Don't Always Identify Problem Readers

These statistics are alarming, and it would be comforting if we could report that our school are fixing the problem-that children who struggle with reading are usually identified and helped at school. Unfortunately, this is not the case. Many children who have trouble reading are never identified in school. Like Matt, they often test within the normal range or even the high normal range on standardized reading tests, and don't receive the attention they need.

Why do so many children with reading problems slip through the cracks? There are a few reasons. One is because a student's other abilities, such as a good memory, may mask the reading problem. Children like Matt, who have memorized a lot of words, can test at grade level for quite a few years because they can recognize reading vocabulary they have learned at school. Second, it's human nature not to advertise our failures. Most students do what they can to hide their reading problems -- and to varying degrees, they often succeed. Third, standardized achievement tests provide a poor measure of reading ability because they don't require students to read out loud.

And fourth, most reading teachers beyond the first grade have little training in teaching beginning reading, and they are not a always prepared to detect reading problems As we'll see later in this chapter, poor reading if often misdiagnosed. Matt's case illustrates that a child's reading may seem fine; it is often other problems- a dislike of school, poor grades in other subjects, or a generally "bad attitude"-that capture teachers' and parents' attention. While these kinds of problems may seem to have little to do with reading, they are often directly related.

The cumulative result of all these facts is predictable: many reading problems go undetected, and are therefore not remedied. For that reason its is especially important that parents be well informed and know what to look for.

Much of the chapter that follows provides some clues to what to look for if you suspect your child has a reading problem. We will look first at the most recognizable signs of reading disabilities or dyslexia, and then exam some "non-reading" difficulties that may also be signs of a reading problem. In later chapter, we will answer two other question: what causes reading problems (and why our schools contribute to them), and what parents or teachers can do to help a child with a reading problem. Part 11 provide a complete tutorial for teaching reading using the McCarthy Method.

SOME OBVIOUS INDICATIONS OF READING PROBLEMS

In the more than 15 years I have helped problem readers—both children and adults—at the Center for Learning Improvement, I have observed several classic symptoms of reading disabilities over and over again.

They are listed below. These difficulties are associated commonly with reading disabilities. Most of these behaviors can be observed by parents, but many are best diagnosed by testing.

- *The child avoids reading for pleasure.* In the early years of the Center for Learning Improvement, I collected data on some 68 pupils who came to me for remedial help. These students all had reading problems. Fully 82% did not enjoy reading when they first enrolled in my program. Indeed, many would choose to do virtually anything other than pick up a library book. Eight grader Joanie was typical. She hated dreading, couldn't stand book reports, and wouldn't dream of opening a book unless she was forced to.

  It is hardly surprising that Joanie hated reading, for even though she was very intelligent, Joanie could barely read. For her, reading was an exercise in frustration, not pleasure. (I'll tell you what happened to Joanie later on.)

- *Poor articulation and rhythm.* As a child with a reading problem to read aloud, and then listen. You will probably detect two common symptoms: *poor articulation* and *choppy, uneven rhythm.* Poor readers frequently mispronounce words, laboriously reading one word at a time and often repeating words. Eighty percent of my student group showed poor articulation and rhythm. When they first came to me they all repeated words when reading aloud. As we have seen, standardized achievement test don't catch these problems because they don't require students to read orally.

- *Guessing at words* is another common symptom of reading problems. It occurs because the reader doesn't recognize and / or cannot pronounce basic sight words or unfamiliar words.

  Ninety-five percent of my students guessed at words. These readers often took cues from a word's context in a sentence or perhaps from the letters it contains- for instance substituting foot for ankle, was for saw, or these for those. Not surprisingly, guessing significantly affect comprehension, because poor readers often guess wrong. The result is that reading becomes a confusing, frustrating endeavor.

- *Perceptual problems* also are commonly associated with reading disabilities. These problems have to do with "miss-seeing" what is on the page.

  Some common perceptual symptoms are substituting, omitting, reversing, or inserting, words or numbers. People commonly assume that these kinds of mistakes are sign of neurological (or "wiring") problems. I disagree. Time after time I have seen perceptual symptoms disappear once the individual learn basic reading skills. This suggest that these problems are not caused by neurological glitches, but are instead anxiety -based. With my method of teaching reading, both the anxiety and the perceptual problems disappear.

- *Poor tracking* is another form of perceptual problem. A readers' focus may slip back and forth between lines of text while reading, so that in the example below, she might read the top line as follows: "My dog likes to chew on bones," while the second line might be read as "He also chews on slippers."

My dog likes to chew on slippers.

As with perceptual problems like inserting or reversing words or letters, tracking problems also disappear once the reader becomes less anxious

Poor readers show most but not necessarily all of the symptoms listed above, and a parent or teacher who observes these patterns will probably suspect there is a reading problem.

This is what happened in Joanies case: both her teachers and her parents had identified reading as the key to her dismal academic performance. As a result, Joanie was a veteran of learning disability programs, special tutoring, and special schools by the time she came to me. She'd been in them all!

But what about the countless students like Matt, who test well at reading but display other kinds of school-related problems? If you sense that "something isn't right" with your child at school, what are the chances that the problems you have noticed are related to reading?

PROBLEMS THAT SEEM UNRELATED TO READING BUT MAY WARRANT A SECOND LOOK

I recently reviewed the school test results of a boy I'll call Paul. At the time, Paul had extreme reading difficulties. He also had a number of other problems that kept him from doing well at school. These included poor handwriting, hyperactivity, poor short term memory, low self-esteem, and behavorial and emotional problems. Despite this list of difficulties, Paul did not qualify for the special education program at his public school. That is because he was bright enough to score above average (in the 70th for his grade level) on a standardized achievement test for reading.

In cases like Paul's, reading problems often go undiagnosed or misdiagnosed because the accompanying symptoms are assumed to be the basic problem. Many of these children are diagnosed as hyperactive and are put on Ritalin, as was Paul. *Ritalin*, or methylphenidate, is a drug which is often prescribed to help chronically distractible, hyperactive children settle down and concentrate. Its use has ballooned in recent years in the United States. According to recent estimates, over twice as many children are taking it as in 1990.

Paul's emotional and behavior problems were assumed to be unrelated to reading. Other indirect signs of reading problems that are often misdiagnosed include math and spelling problems as well as poor handwriting.. We'll look first at three academic problems, then explore the emotional toll of reading problems-including difficulties such as poor self-esteem, "acting out" and attitude problems.

Why Math Problems Are Sometimes Reading Problems in Disguise

Poor math grades can reflect real difficulties in adding, subtracting, multiplying and dividing. But they can also be cause by the same underdeveloped skills that are at the root of many reading problems.

For instance, a student who transposes or omits the numbers that appear in a math problem is making the same kind of perceptual or tracking error as the student who reads "My dog likes to chew on bones. He also chews on slippers" in the example a few pages back. In the present instance, the pattern is simply occurring in a math context instead of a reading context.

In cases where this perceptual error is severe, as students may have trouble seeing numbers accurately; numbers seem to "jump around." One student said to me, "I have trouble with columns of numbers because sometimes the numbers seem to change." A student who can't track the numbers on a page can not possibly calculate math problems correctly. Like the perceptual problems discussed earlier, I have found that these problems disappear in about 80% of cases once students lose their anxiety about reading.

Poor readers may find math difficult for another reason. For many, it is simply too hard to understand written instruction for solving math problems. This a student who is struggling with reading may be stumped by the following problem:

> It takes a turtle about ten hours to travel one mile. A snake can travel two miles in one hour. A house cat can travel about thirty miles an hour. A jack rabbit can travel 45 miles an hour.
> *Question*: Cats move more slowly than a. turtle; b. snakes; c. jack rabbits. (*from Drawing Conclusion, Barnell Loft*, 1982)

In this case the difficulty may not be in understanding the math so much as in comprehending the problem well enough to recognize which elements are important. *This is the direct result of inadequate training in reading*, and it demonstrates the extents to which reading is a basic building block of learning. For some students, this building block has not been sufficiently incorporated to allow them to apply it to math problems.

This problem only increases as students advance in school and math problems become more complicated. According to a report issued by the National Research Council as reported in (The San Francisco Chronicle, January, 1989) and compiled by prominent mathematicians, scientist, and engineers, The percentage of students taking mathematics decreases by half each year of schooling beyond the 8th grade. This drop in attendance is probably at least in part related to reading problems. Reading failures at this point in school are often the culprit behind lower achievement and frustrations levels. This overall pattern may well contribute to the decreased math enrollment noted in the National Research Council report.

One of my pupils, Mike had been in a special math for educationally handicapped students since first grade, and was still receiving special help when he came to me as a teenager. Early in elementary school, he had been evaluated as having an arithmetic problem (but not a reading problem!). This evaluation had followed Mike through his school career. My test showed not only math difficulties, but reading problems too.

I have found that in cases like this, the best approach is to start by teaching fundamental reading skills. As students learn these skills, they became more comfortable with schoolwork, and their anxiety decreases. At the same time, they become more motivated, and their attitudes about school improve. Success in other academic areas may give students enough of an emotional boost so that they are willing to take another stab at math. And once they make the effort, they often find that it isn't so hard after all! Indeed, after some time at the Center for Learning Improvement, Mike became an accomplished reader. Not coincidentally, he now found that he "got" math.

Our schools are not set up to test these pupils, and as a result it is not unusual to find that a "math problem" is really primarily a reading problem. Unfortunately, the long term result is not simply that students with good skills learn to think of them as "bad in math." It a also may mean that their reading problems are never solved.

How Poor Spelling Relates to Reading Problems

Like math, spelling ability relates closely to reading. The reverse is also true: poor readers tend to be poor spellers.

Why? Reading and spelling are inseparable. Correct spelling is an outgrowth of learning the sounds of syllables within words. Students who know what sounds syllables can make and who can divide words into syllables are automatically on the road to becoming good spellers. When spell and reading are taught correctly, they both improve.

Spelling is the primary tool for teaching the sounds of syllables within words. Children learn simple vowel rules which are *spelling and reading rules*. For example, vowels almost always make the long sound when the consonant precedes the vowel: ba, be, bi, bo, bu. The reverse also is true. When a vowel precedes a consonant it usually makes a short sound: ab, eb, ib, ob, ub. These vowel rules apply when a word is broken into syllables: examples are ba/by (long sound) and ab/sent (short sound). Another rule is that when a vowel is between two consonant in a syllable, it usually make a short sound: pin.

Easy reading is a matter of dividing words into syllables and applying these simple rules to each syllable. This process is called syllabication, and it is the basis for the syllabic-phonic method I use in my program. It makes the task of recognizing longer words relatively easy. For example, in the word po/ta/to, the vowel follows the consonant in each of its three syllables. Therefore each vowel makes the long sounds. Likewise, in the word but/ton, both vowels make the short sound because each is placed between two consonants.

If children know simple vowel rules (which apply in about 80% of words in the English language) and know how to divide words into syllables, they will have little difficulty spelling or reading words, In fact, students typically advance approximately two to three grade levels in spelling after they learn to sound out the syllables in words.

Since spelling and phonics are a part of reading, it is only natural that they should be taught together. Throughout most of history, they were. Before the 18th century, the first primer, or basic readers, were spellers. Children learned to divide words into syllables. Thus spelling was synonymous with *phonics*- a term which refers both to the study of sound as well as a method of teaching reading in which students learn to recognize and pronounce vowels and consonants in combination. (see representation of the hornbook chapter two)

Unfortunately, the speller was deleted from reading instruction in the 1890's. Since that time spelling has been taught as a separate subject from reading. The purpose and content of modern spelling has changed. Modern spelling often is not taught until 2nd grade, and is not considered basic to teach reading. As a result, both skills suffer.Thus poor spelling is often a clue to reading problems.

There are exceptions to this. Some students can still spell well even though they lack good *word attack skills* (the ability to apply phonics to sounding out whole words).
Some poor readers even score above grade level on spelling tests. These students usually are excellent sight readers who have learned to spell by memorizing words. Their luck usually runs out, however by around the 4th to 8th grade, when vocabulary becomes more difficult. But again, after learning to use word attack skills, these students often advance two to three grade levels in spelling scores. Finally they are working to their full potential.

Messy Handwriting Can Be a Symptom of Reading Problems

George was a 7th graders in parochial school. His father had never been much of a reader, but his mother, an English teacher and Ph.D., read fluently. George read slowly with poor comprehension, and his handwriting was almost unreadable. His mother told me that George had attended a school for dyslexics in 5th grade, but returned to public school after making dismal progress at the special school. She had him tested by a major medial facility Their diagnosis made no connection between his handwriting and his reading problem. But it did suggest, among other things, that George's fine motor skills were poorly developed.

George showed the usual reading problems. He read virtually one word at a time, with poor rhythm and tempo. His comprehension was poor from 2nd grade up. He appeared extremely frustrated and often hostile. George also displayed passive-aggressive behavior: when asked to perform a simple task, he would often do the opposite. This hostility showed in his handwriting. When asked to put his name and date on a piece of paper, George wrote quickly in a contemptuous careless manner. His writing was barely legible.

After learning basic beginning reading skills, George's attitude became more and more positive. His reading improved so that eventually could read 300-400 words per minute with 100% comprehension. He also developed beautiful handwriting. Despite his medical diagnosis, it turned out that poor fine motor skills were not the culprit in George's bad handwriting. Instead it was his attitude toward learning-which was rooted in his frustration and anxiety about his poor reading skills.

George's story is not uncommon. Poor handwriting is associated with dyslexia, and teachers and specialists often assume that both have a physical cause. In my years of working with students, however, I have found only two cases -out of approximately 200- in which poor handwriting is caused by a physical problem. In the overwhelming majority of cases, these so-called "fine motor" handwriting problems disappear once a child develops basic reading skills. This was George's experience. Some direct instruction in handwriting was necessary for improvement. His attitude improved with his success in handwriting and reading.

In most all cases direct instruction in handwriting is necessary. Both reading and handwriting are taught simultaneously. As both skills improve, so does the attitude Lessons should include high standards, letter formation, proper slant, and spacing between words.

Why Problem Readers Often Have "Attitude" Problems

We have seen that many students who struggle with reading also have a tough time mastering school work in other areas. The combines effect of failures in many subjects is often to make poor readers feel they *themselves* are failures. Poor self esteem, which goes hand-in-hand with a so-called "attitude problem," was an important component in George's handwriting and his other school problems. The same is true of Paul, who introduced this section on "problems that may warrant a second look." (Recall that Paul was initially diagnosed as hyperactive and was placed on Ritalin.)

It is hard to overestimate the emotional burden of reading difficulties. Two elements are especially important in understanding the interplay between reading problems and emotional problems. The first is the effect of labeling on a person with reading problems, and the second is the impact disability programs have that suggest the child has physical or mental handicap.

Labels-and Why We Should Think Twice Before Using Them.

It is hard enough to be a poor reader. The situation is compounded when school psychologists or other specialists use labels like "learning disabled" or "dyslexic" to classify students who struggle academically. Such labels imply a flaw within the individual, and they have the effect of stigmatizing the child. This can cause the student, and often his or her parents to lose hope and stop trying. It can also lead to a "poor attitude" and ultimately to all sorts of acting -out behavior.

Let's look more closely at some labels that are commonly pinned on students who problem is really reading. As we'll see, many are not only unnecessary, they're also damaging.

- *Attention deficit disorder hyperactivity.* Often when a child has trouble sitting still, does not pay attention, or behaves inappropriately, teachers or clinicians conclude that the child is ADD (*attention deficit disordered) or AHD (attention deficit with hyperactivity disorder).* These diagnoses, which seem to be everywhere in recent years, are not always used appropriately. Sometimes, as in Paul's case, behaviors such as inability to sit still and pay attention are the result of failure in reading, and in academics in general- all of which can affect emotional health.
- Ritalin and similar drugs are prescribed as a band-aid. In many cases they help. But one has to wonder what effect *any* long-term medication has on a child- and well over 3 *million American children* are currently taking Ritalin! (Diller, 1998)

I propose a non-physiological cause- and a non-medical solution -for many cases of attention deficit disorder. The cause is the ineffective method currently used in most of our schools to teach reading: the sight method, which teaches students to memorize whole words. Many children can't learn by this method. As a result they feel anxious about their poor reading ability, and they often have behavior problems.

And the solution is the McCarthy Method, which gives students confidence not only in reading but in other subjects as well. In my opinion, solid teaching methods are far preferable to medication.

- *Perceptual problems dyslexia.* As we saw earlier, reading problems such as repeating, inserting, omitting, deleting, and reversing of words may seem to be rooted in poor perceptual skills. Thus these difficulties are often thought to have a neurological cause and are commonly given the label "dyslexia". However, the most common cause of perceptual problems is anxiety about reading and school. Once children gain basic skills and become confident about reading, these "perceptual problems" disappear.

- *Poor short -term memory poor comprehension.* When reading a paragraph, students with reading problems often hesitate, do not recognize words, or simply misread them. When this happens, it directly affects their memory and comprehension of what they have just read.

Try an experiment on yourself. Cross out 7 or 8 words in a random paragraph in a book, then read it and check your memory for what you have read. The effort involved in trying to make sense out of the sentence probably will distract you enough to impair your own retention of the material you have just read. It's a good bet that you wouldn't want people to judge your memory by your performance on this test-and it isn't any more fair to judge a child who struggles with reading!

The labels listed above are damaging for a number of reasons. They convert a reading problem into something much greater. Instead of simply having trouble with reading, these labels stigmatize a child as having a broad non-solvable problem- one which may remain for the rest of his or her life. Children with these labels may even begin to think of themselves as physically or mentally handicapped.

Labels also discourage an investigation of the real causes of reading failure. If a problem reader receives one of the diagnoses listed above, the *real* problem- an inability to read fluently- will not be addressed or solved. But unfortunately, as we'll see next, even learning disability programs designed for reading problems rarely help.

The Problems With Learning Disability Programs. Most special reading classes for educationally handicapped or learning disabled children are failures. These programs assume that the students are deficient, rather than the way they have been taught to read. They also use the sight method. This *stacks the cards against poor readers from the very beginning*, for it exactly these readers who have so much trouble learning to read by this method.

This great irony explains why so many students who have been singled out for placement in educationally handicapped classes or special school for dyslexics remain poor readers. Faulty designed programs simply don't work (Some programs try to overcome problems of the sight method by combining it with phonic instruction. Unfortunately, the resulting instruction is unsuccessful as the two systems are incompatible.)

Students who fail in special reading programs will feel immeasurably more inadequate than they did before receiving all that special attention. The net impact often is to increase anxiety and to discourage both child and parents. The cumulative effect is to undermine students' willingness to seek help. "What's the point?" is the view expressed by many students. "Been there, done that. It didn't work the first time-Why try again?"

It is disheartening to track what happens over time to problem readers who receive poor remedies. Just as frustration increases, so does their tendency to deny or hide the problem. One way to do this is to simply quit school. High school dropout rates are higher among problem readers. These students are convinced they can never learn to read; why continue to subject themselves to failure? Other students who remain in school may retreat into a shell. Some carry this to such an extreme that they appear to be mentally retarded. Fortunately, there are many exceptions to this pattern. A small number of problems readers overcompensate for their difficulties by working harder and longer. Many even earn graduate degrees. However, they do so a high cost. Their torment could be avoided by a reading program designed to build success upon success, as do the lessons in the tutorial sections of this book

CONCLUSION

Reading problems profoundly affect a person's ability to succeed scholastically, professionally, and even personally. This is a shameful product of our inability to accept the truth-than in the overwhelming majority of cases, children are not born with dyslexia. It is not a medical handicap. *Instead, most reading problems are caused by poor reading instruction- which in turn leads to anxiety, perceptual difficulties, and the whole bag of problems we have spent this chapter discussing.*

The good news is that in most cases, reading problems can be successfully (and relatively easily) prevented or successfully remedied. The second half of this book presents the McCarthy Method, a proven method for teaching reading. The results are wide-ranging. When this program is taught properly, learning disability students can read more effectively than classmates in regular classrooms. And when student's reading skills improve, their anxiety disappears, and their attitudes become more positive. Once they have taken that giant step, many other academic problems disappear,--and life becomes a whole lot easier.

Chapter 2

Thomas and the Hornbook

Thomas was a bright, articulate, fifteen year old high school students who had been in learning disability classes since elementary school. He had an excellent vocabulary and memory. For a high school play, he not only memorized his own lines , but memorized the lines of several leading characters.

Special tutors were hired to work with him but to no avail. He underwent testing by experts in reading, medicine and psychology. In frustration, his mother gathered all the tests given to him and had then reviewed by a major medical facility. The diagnosis was dyslexia.

When given a list of spelling words by me, he would glance at them for a few minutes then score a perfect score. However, I noticed he had difficulty reading the same words in a story. He could sight read fairly well until the 8th grade level when he began to repeat, substitute, and mispronounce words. His comprehension dropped dramatically as well.

After working with Thomas for a few months, he still complained about his reading. He still had problems pronouncing difficult words, complained of poor concentration, and found reading a chore. In spite of my teaching. I found that his sight reading was so well develop that he memorized words as wholes rather than learning phonic combinations. I had to discover a way to bypass his memory so to speak. To do this I used syllabication techniques. He had to break the word into syllables and mark the vowels, long, short or silent. I found this technique forced him to bypass his sight reading. He also had to differentiate between long and short vowels. To accomplish this I used non-sense syllables.

In three months working twice a week , a transformation took place, reading suddenly became a pleasurable experience for Thomas. He began reading at the adult level between 400-500 word per minute with 100% comprehension. After his parents called for "lights out" at home, he was caught reading under a blanket with a flashlight. School became much easier for him and he left the learning disability program. Years later, I received a letter from his father mentioning that Thomas graduated from a university with honors.

Thomas endured years of frustration and humiliation because of a faulty method of teaching beginning reading. What a shame the time lost in his important developmental years when his sense of self-worth and identity were being formed. (See Thomas' test scores.)

Table 1 Thomas' Test Scores

	Initial Testing	***Final Testing***
Self-concept	low	good
Attitude towards learning	poor	good
Work study skills	poor	good
Reading rate (words per minute)	300	450
Fatigues easily	yes	no
Concentration	poor	good
Reads library books	no	yes
Moves head while reading	no	no
Handwriting skills	poor	better
Composition skills	poor	excellent
McCarthy Developmental Reading test		
Mispronunciation of:		
Beginning & ending consonants	no	no
Long & short vowels	yes	no
Syllable blends	no	no
Consonant blends & digraphs	no	no
Special sounds	no	no
Irregular vowels	no	no
Knowledge of:		

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Syllabication	poor	good
prefixes & suffixes	good	good
word attack skills	poor	excellent
Sight reader only. Regresses (re-reads words)	yes	no

Thomas' Test Scores --Continued

	Initial	Final
Gray Oral Reading Test:		
Rhythm	poor	good
Phrasing	good	good
Word reader	no	no
Reads with lips	no	no
Articulation	good	good
Mispronunciation	yes	no
Omits letters or words	yes	no
Substitutes letters or words	yes	no
Inserts letters or words	yes	no
Repeats letters or words	yes	no
Reverses letters or words	no	no
Guesses at words	yes	no

Reads wrong line	no	no
Stanford Diagnostic Reading Test		
(comprehension section)		
Grade placement score	12+	adult
California Test of Basic Skills		
(comprehension section)		
Percentile score	---	75
Grade placement score	---	12.9
Wide Range Achievement Test:		
Reading grade placement score	10.8	13.0
Spelling grade placement score	7.4	8.1

This case study marked an important turning point for me in studying dyslexia and developing methods to treat it. The most profound lesson I learned was teaching students to transfer phonic skills to real words. I was also motivated to research the early methods of teaching reading where to my delight, Charles Hoole in his 1660 book , A New Discovery of the Old Art of Teaching Schoole, taught the same skills that I was teaching Thomas. His use of the *hornbook* teaches in a simple manner the long and short vowels, and his syllabication techniques transfers learning. Hoole claimed that one of his friends could teach a four year old how to read distinctly in the Bible in six weeks using this system.

Hool's Guidelines From the Reading Section of His Primer

In old English, Charles Hoole writes that: *"The ordinary way to teach children to read is, after they get some knowledge of some letters and syllables and words in the Hornbook, to turn them into the ABC or Primar, therein in to make them name the letters, and spell the words, till by often they can pronounce (at least) the shortest words at first sight."*

In other words, Hoole believed that children must know phonics (sounds and syllabication concepts) before they begin reading. They would then be able to pronounce and spell new words correctly.

Hoole further described the use of the Hornbook in his 1660 book: "*Let a childe be well acquainted with his vowells, and make them fully by themselves, because they are able to make a perfect sound alone. Teach him to give the true valor or force to the consonants, and to take notice how imperfectly they sound, except a vowel be joyned with them.*

Proceed to syllables made of one consonant set before a vowel, and let him joyne the true force of the consonant with the perfect sound of the vowel, as to say ba, be, bi, bo, bu &c.

Then exercise him in syllables made of one vowel set before one consonant, as to say ab, eb, ib, ob, ub, &c. till he can spell any syllable of the two letters backwards or forwards.

See representation of hornbook and the ancient syllabarium in figures 1,2, and 3.

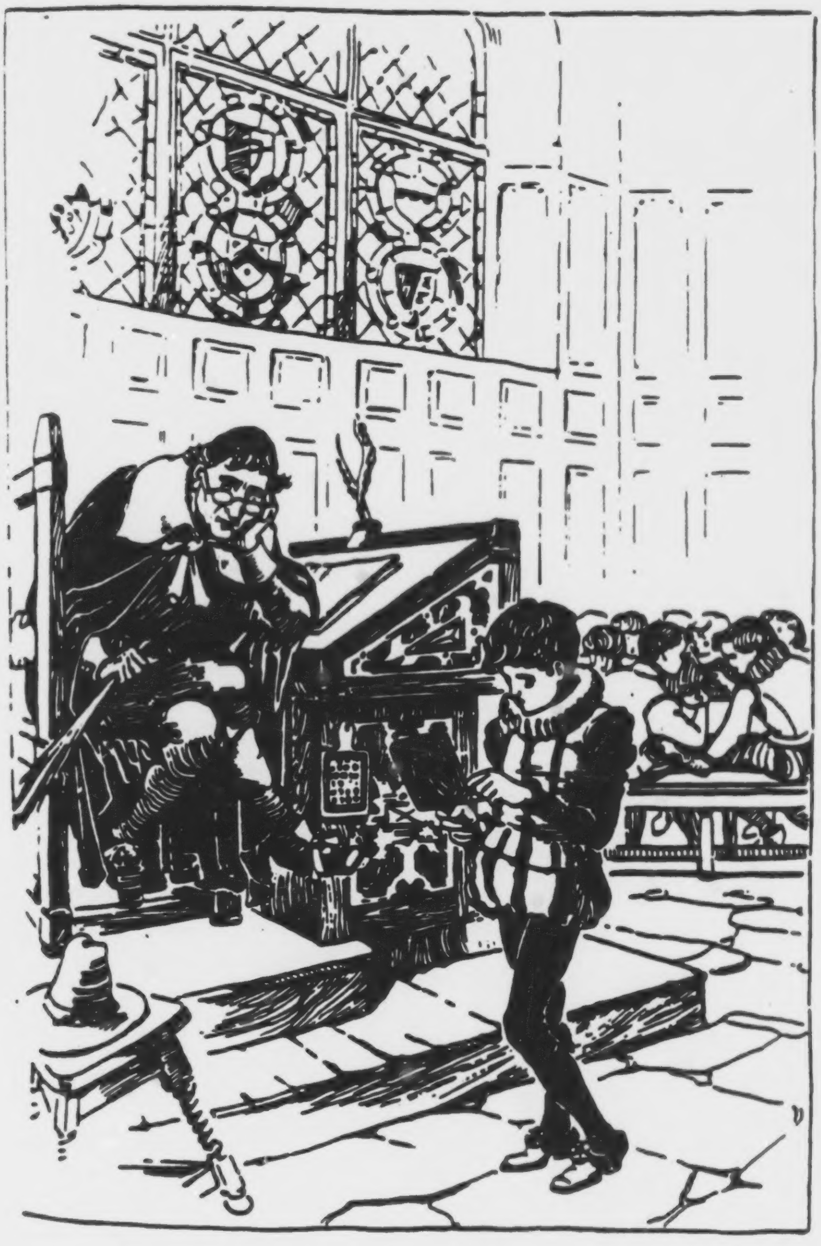
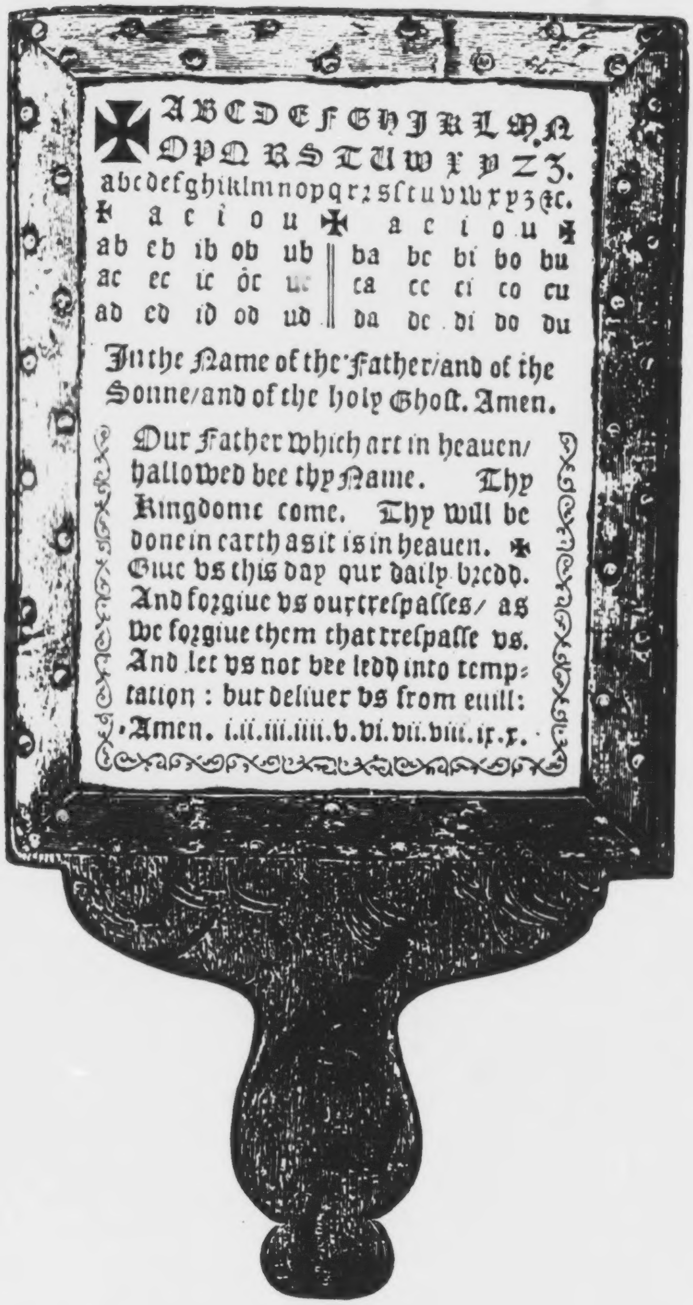


Figure 1.
Learning Sounds from the Hornbook
17th Century

Figure 1. As Shown in Andrew W. Teur's History of the Hornbook (1979)



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✠ a e i o u ✠ a e i o u ✠

ab	eb	ib	ob	ub	ba	be	bi	bo	bu
ac	ec	ic	oc	uc	ca	ce	ci	co	cu
ad	ed	id	od	ud	da	de	di	do	du

In the Name of the Father/and of the Sonne/and of the holy Ghoſt. Amen.

Our Father which art in heauen/ hallowed bee thy Name. Thy Kingdome come. Thy will be done in earth as it is in heauen. ✠ Giue vs this day our daily bꝛedd. And foꝛgiue vs our treſpaſſes/ as we foꝛgiue them that treſpaſſe vs. And let vs not bee ledd into temptation: but deliuer vs from euill: Amen. i.ii.iii.iiii.v.vi.vii.viii.ix.x.

Figure 2.
This is a representation of the Hornbook
as shown in Andrew W. Teur's History of the Hornbook (1979).

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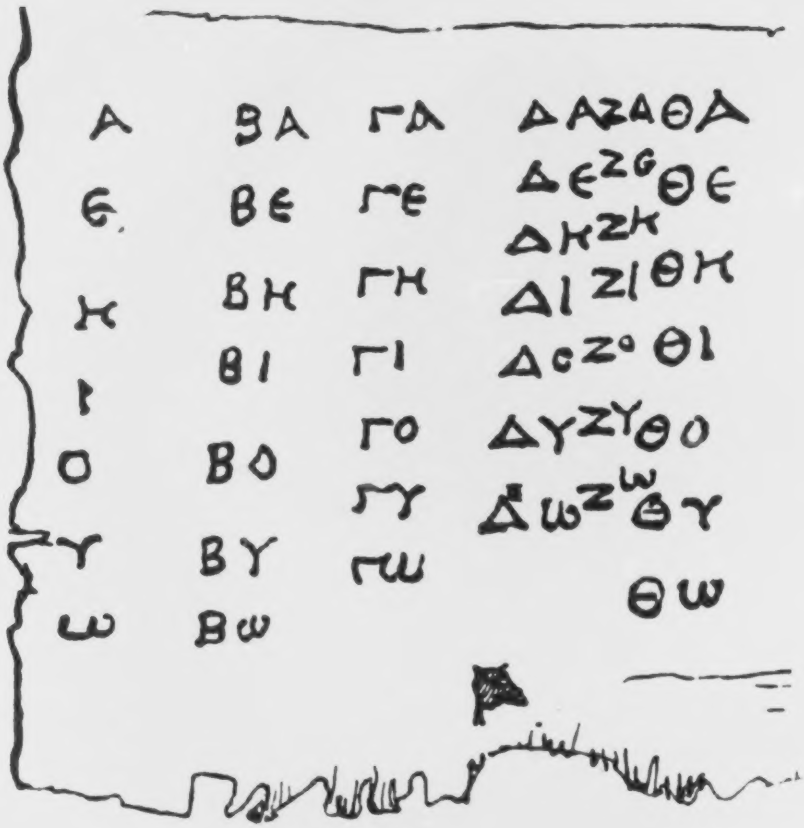
Α ΒΑ ΓΑ ΔΑ ΖΑ ΘΑ
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The syllabarium, such as one used in the hornbook, dates back to the invention of the alphabet. A syllabarium written in Greek that dates back to the 3rd century A.D. is part of the collection of the Museum of Antiquities at Leyden. (Folmsbee, 1942 and Clodd, 1910) The syllabic method of teaching reading was used exclusively until the 17th century when the word method was introduced.

Figure 3. On Papyrus, Greek Abcdarium, prelude to Hornbook, 3rd Century A.D.

Another benefit of teaching Thomas was that I began to formulate a "Hierarchy of Phonic Skills" which was completed after an analysis of all my case studies. In my testing of 68 children and adults over a six year period, a clear pattern of skills that caused the most difficulties began to appear. The hierarchy is very similar to the ones that Hoole taught in the 17th century. The meaning of the syllabic-phonic method has been lost for hundred of years until now. See Appendix for analysis of test scores.

The McCarthy Hierarchy of Phonic Skills.

1. Syllabication of words: This skill refers to dividing words into parts using proper vowel sounds. Example: in/de/pen/dent. At initial testing **86%** of my students could not apply this skill.

2. Long and short vowels. This skill is one of the main keys in learning to read effectively, as all words have either long or short vowels. Example: be/gun. **82%** of my students had difficulty differentiating between these sounds. This skill is learned using the syllabarium.

3. Syllable Blends. This skill is a perquisite to dividing words into syllables or sounds that make words. Example: in/dent. **69%** of my students had difficulty blending sounds.

4. Consonant blends and digraphs. **47%** of my students did not know this skill at initial testing.

5. Prefixes and suffixes. Examples: preliminary, gentleness. **23%** of students had difficulty with this skill.

6. Irregular vowels. Examples: bowl, spoil. 16% of students had difficulty.

7. Beginning and ending consonants. **2%** could not perform this skill at initial testing. Example: sounds

8. Recognize, print, and pronounce the letters of the alphabet. In one school district an estimated **50%** to **90%** of children entering first grade could not perform this skill.

Note: I consider a particular kind of phonics a basic skill, but is not a comprehensive reading program. There are other skills needed to have students read effectively.

Chapter 3

Why Reading Problems Aren't Recognized At School

Phillip's mother came to my office for a preliminary conference about her 17 year old son's poor reading ability. In the primary grades, he was placed in the top reading group, but beginning in the middle grades he began to have difficulty reading, especially reading comprehension. After testing he was diagnosed as dyslexic by a major medical facility because he reversed numbers and read slowly.. Phillip had attended a school for dyslexics but had little success there. In high school he was placed in advanced classes because he scored high on achievement tests, where he struggled to keep up. He wanted to attend West Point, but his grade point average was too low.

During one of our first sessions, Phillip related an embarrassing experience. In English class he was asked to read aloud a passage while his classmates followed in their own book After a short time, Phillip realized that many of his classmates were laughing. One asked mockingly, what are you reading? Do you have a different version of this story? Because he had to guess at so many words, Phillip had made up a completely different sentences in the effort to hide his reading deficiency.

Like countless others, Phillip had been taught to read using the sight method. We chose this case to open this chapter as it raises three very important questions. First, how can an intelligent 17-year old American student with all the advantages of an upper middle class background could not read anything approaching age level? Second, why had primary teachers had difficulty recognizing his problem? And third, why hadn't Phillips problems been reflected in his reading scores.

The answers to these questions form the body of this chapter. The first question provides a springboard for exploring why students aren't learning to read. The scientific investigation into reading began about 1900 when dyslexia was "discovered". However, the investigations into reading were based on the sight system which was seriously flawed.. Most researchers had no experience themselves in teaching reading which resulted in ignoring successful systems of the past. As a result of this confusion, the sight method is still taught in universities and schools of education. There is still no consensus on how to teach beginning reading. Therefore, many basic reading skills are not taught. This is why children don't learn reading fundamentals. Ironically, poor teaching methods are not usually blamed when students like Phillip have reading problems. Instead, "medical model" explanations such as dyslexia are common.

The second question concerns primary teachers not understanding why children have reading problems. Recognizing reading problems by primary teachers is difficult because your better sight readers during the first three years recognize words, appear to read effectively, and have good comprehension . However, beginning at the 4th or 5th grade level many of these children begin to have difficulty with comprehension and recognizing more difficult words. Laborious efforts with direct recall questions (questions have to be answered without re-reading the text) as well as not wanting to read for pleasure are warning signs during the middle grades. Even though this group has serious reading difficulties they remain hidden because they score at or above grade level on silent group achievement tests.

Naturally, teachers and principals are proud of high test scores. Therefore, children are often trained by teachers to do well on tests. One technique used by schools is to have the child read the questions first and then read the text. This is not a measure of reading ability and masks the child's true reading skill. The high test scores would further conceal the problem from teachers and administrators. Parents are usually first to recognize a reading problem. Through no fault of their own, teachers are put in a vulnerable position when questioned by parents because teachers don't realize they are teaching a flawed system.

The third question we examine concerns standardized testing. As Phillips case illustrates, testing methods actually disguise reading problems. Time limits are too generous, allowing students to reread material to get a higher score. And because students don't read aloud in standardized tests, many reading problems are undetected. I have developed some tests that pinpoint precisely the reading problem that could be used by teachers and parents, however my own tests are beyond the scope of this book.

After a little over 12 months working with me twice a week, Phillip was reading 400-500 words per minute at adult level with 100% comprehension. He was admitted to West Point, and recently graduated from a major university.

Conclusion: In order to solve reading problems there need to be a neutral reading organization that compares outstanding reading programs. There is none at the present time. The International Reading Associations' founder, Wm. S. Gray, advocated the intrinsic or sight method. By remaining neutral, this organization tacitly supports the sight method which continues to perpetuate this system.

Reading professors and researchers need to have successful experiences in teaching reading themselves so that the methods they advocate to beginning teachers are successful.

Chapter 4

Kindergarten and Reading Readiness

Using my system of basic skills, I find that children can learn to read in kindergarten. Most of these skills can be taught by the end of first grade to children of all social and economic backgrounds. However, most present day kindergarten programs incorporate "reading readiness" programs that began about the first quarter of the 20th Century. These programs associate reading readiness with the ability to read sight words. Their purpose is to provide enriching experience (such as playing with blocks, painting, socializing, speaking orally to a group, going on short field trips, printing one's own name, and sharing time when speaking, etc.) that will help children become ready for first grade.

Unfortunately, "getting ready to read" is an exercise is futility, as it is based on the sight method. This, of course is the problem with the teaching of reading today. Reading readiness, a modern invention, is unnecessary. As mentioned previously, Charles Hoole's system worked successfully with four year olds in the 17th Century. Once kindergarten children learn basic skills, they had little difficulty learning to read.

One of the warning signs to educators concerning first graders is a dissertation written by Mary Maud Reed of Columbia University in 1927. Her theme is about the admission and promotion of children using the sight method in first grade. The study revealed a failure rate of almost 29% at the end of first grade. This failure rate came close to what I observed as a school principal for almost 30 years.

The 1927 article proved not to be a wake-up call for educators. Instead emphasis was placed on the child getting ready to read. Readiness books, and pre-primers were innovations used in the 1940's. Later several primers became a requirement to read before reading the first reader. However, some children could not read sight words with any amount of practice.

The "whole word" readiness programs became a conscious movement to overcome the failure of the child to read. A litany of excuses were offered for non-reading students: Child too young and immature, questionable home environment, poor mental health, child not self-reliant, low vocabulary, etc. The effect of reading readiness based on the sight method dooms many to failure regardless of years spent in "getting ready".

For Example: Derick, a 5 year old kindergarten student, attended a private school. His mother told me that Derick could not only not read in kindergarten , but he also flunked a reading readiness test administered by the school. The school wanted him tested so that his problem (note where the blame was placed) could be determined, otherwise he could not return. The mother described the reading program as based on the sight method.

In the beginning, Derick showed little confidence. After all, he had already "failed" kindergarten. I found him bright and curious, with an excellent vocabulary. It did not take him long, to learn reading fundamentals and improve his self image. At the end of first grade, he scored the highest in his class on a reading comprehension test.

It was my impression that Derick was a gifted student who could not sight read. Without my intervention, he probably would have been classified as learning disabled.

Dr. Lillian Gray, leading exponent of the sight method, in her book, Teaching Children to Read, cautioned teachers that mastery of the alphabet is not necessary in modern teaching methods, and teachers should mention this fact to parents. Dr. Gray was my professor at San Jose State University. However, I disagree. I find that it is absolutely necessary for four year olds to learn simple beginning reading skills before first grade, especially learning how to print the alphabet in acceptable form. Young children need much practice and time to become famaliar with letters and sounds. By not learning this and other skills at an early age, places the first grade teacher in a precarious position. If young children cannot differentiate between the letters p and q, b and d and so on, then how can they recognize simple words?

The idea that teaching the sounds of syllables (phonics) is not important does not take into account the correct articulation of sounds.(speech) Often young children cannot pronounce words correctly. Therefore, if this task is not taught by the kindergarten teacher, then who is responsible?

I worked with a 3rd grade learning disability student at the Costano School in East Palo Alto, Ca. Because she could not read, spell or speak distinctly, she qualified as an educationally handicapped student. Her speech was almost incomprehensible. In a four months period, working part time, she learned to read, spell and speak in a distinct manner. By using proper basic skills, all three of these skills can be learned together. The following year, this little girl has been promoted from the learning disability class to a regular 4th grade.

Conclusion: Beginning reading skills should begin in kindergarten. Readiness programs need to be abandoned. All teachers at the elementary level need to be retrained in how to teach beginning reading. In earlier times, reading was taught to all eight grades in a one room school house. A suggestion is to have each classroom be viewed as a one room schoolhouse where basic skills are taught to *all* children.

APPENDIX 1
TESTING RESULTS

RESULTS OF INITIAL TESTING

From October 1984 to June 1990, 68 students underwent instruction at The Center for Learning Improvement. The average age of the students was 15 (range 7 to 42 years of age). Seventy-eight percent were male and 22% were female. Half of the students were tested by an outside agency before being referred to the Center, 19% were enrolled in special education classes for the educationally handicapped or the learning disabled, and 21% were seeing a guidance or mental health professional.

Students with a partial hearing loss made up 23.5% of the study group. Only 4% (3 students) had any visual impairment; in 2 of these students, glasses compensated for their impairment. One student had an astigmatism.

On the McCarthy Developmental Oral Reading Test, the majority of the students (81%) could not distinguish between long and short vowel sounds. The second most common problem was incorrect pronunciation of blends, which occurred in 69% of students. Inability to syllabicate words, which usually follows knowledge of correct sounds, and inability to apply word attack skills both occurred in 86%. (These results helped me to formulate the Hierarchy of Phonics Skills.) On the Picture Peabody Vocabulary Test, the majority of the study group (75%) scored at or above their actual age (age equivalency score calculated from percentile score). The majority of the students (77%) scored at or above their actual grade level on the reading comprehension section of the Stanford Diagnostic Reading Test.

On the reading portion of the Wide Range Achievement Test (WRAT), 92% scored at or above their grade level at the time of testing. However, this reading test does not identify students who pause significantly while reading a certain word (a sign that they have 0faulty word attack skills), so the test score may be higher than the student's actual level. On the spelling portion of the WRAT, 56% of the study group scored below their grade level. The majority of students (60%) scored below their grade level in the math portion of the WRAT.

When comparing reading, spelling, and math scores on the WRAT for each student, the results were as follows. Of 64 students tested on both reading and math, the majority (92%) scored at an average rate of 3.4 years higher on reading than on math. Of 66 students tested on both reading and spelling, 98.5% scored higher on reading than on spelling (an average of 3.1 years higher). These results suggest that spelling and word attack skills are highly correlated. Spelling does not mean memorizing words, but means knowing and using phonics rules, including the exceptions to the rules. After students can apply syllabic-phonics skills, there is noticeable improvement in spelling and reading. Progress in math and writing will follow suit as students become more relaxed and comfortable with reading numbers. Only 12% of the study group showed signs of reversing letters and/or words. Among all children, problems of omitting, inserting or substituting letters and/or words appear to be more prevalent and significant than reversing. But perhaps the most difficult correction takes much practice in unlearning old habits that were primarily learned from the faulty teaching of reading.

Table 1

Results of Initial Testing

n = 68

	Number	%
Male clients	53/68	78.0%
Female clients	15/68	22.0%
Tested by outside agencies	34/68	50.0%
Enrolled in Educationally Handicapped, Learning Disability or Special Education classes prior to treatment	13/68	19.0%
See guidance/mental health professional	14/68	21.0%
Partial hearing loss	16/68	23.5%
Eye impairment	3/68	4.0%
Low self-concept	41/68	60.0%
Negative attitude towards learning	32/66	48.0%
Fatigue easily	65/68	96.0%
Low level of concentration	38/68	56.0%
Slow reading rate (£250 wpm)	51/53	96.0%
Do not read for pleasure	56/68	82.0%
Move head while reading	39/68	57.0%
Poor/fair handwriting	17/68	25.0%
Poor/fair composition	35/66	53.0%

McCarthy Developmental Oral Reading Test:		
Mispronunciation of:		
Letters	0/64	0%
Beginning & ending consonants	1/64	2.0%
long & short vowels	52/64	81.0%
Syllable blends	44/64	69.0%
Consonant blends & digraphs	30/64	47.0%
Special sounds	8/64	12.5%
Irregular vowels	10/64	16.0%
No/poor knowledge of:		
Syllabication	54/63	86.0%
Prefixes & suffixes	15/64	23.0%
word attack skills	55/64	86.0%
Sight reader only	58/65	89.0%
Regress (re-read words)	66/66	100.0%
Picture Peabody Vocabulary Test:		
Avg percentile score		63.5%
Range in percentile scores		2-99%
Age equivalency scores:		
Scored < actual age	17/67	25.0%
Scored ^{3} actual age	50/67	75.0%

Gray Oral Reading Test:		
Poor rhythm	53/66	80.0%
Poor phrasing	53/66	74.0%
Word readers	49/66	74.0%
Read with lips	38/66	58.0%
Poor articulation	3/66	80.0%
Mispronunciation	58/66	88.0%
Omit letters or words	36/66	55.0%
Substitute letters or words	36/66	55.0%
Insert letters or words	40/66	61.0%
Repeat letters or words	1/66	92.0%
Reverse letters or words	8/66	12.0%
Guess at words	62/66	94.0%
Read wrong line	29/66	44.0%
Stanford Diagnostic Reading Test (comprehension section):		
Avg percentile score		69.5%
Range in percentile scores		15-99%
Grade placement scores:		
scored < grade level	14/62	23.0%
scored ^{3} grade level	48/62	77.0%
Wide Range Achievement Test		

Reading:		
scored < grade level	5/62	8.0%
scored ≥ grade level	7/62	92.0%
Spelling:		
Scored < grade level	36/64	56.0%
Scored ≥ grade level	28/64	44.0%
Math:		
Scored < grade level	37/62	60.0%
Scored ≥ grade level	25/62	40.0%

*Two students wore glasses, which compensated for their visual impairment. The other student had an astigmatism.

†Measured subjectively by observing the students during testing.

RESULTS OF FINAL TESTING

Reading improvement has been measured a multitude of ways. As discussed earlier, standardized tests often do not test for important variables, or test irrelevant factors, or allow erroneous conclusions to be made. I have therefore developed two tests that I feel more accurately measure the necessary components of good reading skills. The McCarthy Developomental Oral Reading Test & the McCarthy Oral Word Articulation Test. In addition, I have found the Gray Oral Reading Test an excellent measure of performance.

The initial and final test results of the 68 students in my study group will be presented in the following section in terms of improved performance among all students and in terms of complete correction among students who remained in the program three months or more. The period of three months or more was chosen because I found that a minimum correction period of three months is needed to acquire basic reading skills. The drop out rate among these students is unfortunately high, due in large part to parental pressures, so many students were not in the program for the minimum correction period. (Table 2 includes the correction rate for all students, i.e., those enrolled less than three months and those enrolled three months or more.)

As discussed in this chapter's section on Results of Initial Testing, the most common reading problems assessed by the McCarthy Developmental Oral Reading Test were reliance on sight reading (89% of students), inability to apply word attack skills (86%), poor syllabication skills (86%), and inability to correctly distinguish between long and short vowel sounds (81%). After a mean period of eight months in the program (range one month to three years and three months), 79% of students tested twice either no longer sight read or relied less heavily on their sight reading, and 97% of those staying in the program three months or more no longer relied solely on sight reading. Ninety-one percent of students tested twice on word attack skills improved or were remedied, and 77% were completely remedied who stayed in the program three months or more.

Of those students with poor syllabication who were tested twice, 92% improved or were remedied, and 87% were completely remedied who remained in the program three months or more. Ninety-eight percent of those students tested twice on pronunciation of long and short vowels either improved or were completely remedied, and 92% of those staying in the program three months or more were completely remedied.

Regression, or re-reading words, occurred in 100% of my students. After a period of correction, 87% were improved. Complete correction occurred in 57% of all students and in 67% of those in the program three months or longer.

On the Gray Oral Reading Test, the most significant reading problems were guessing at words (94%), repeating letters or words (92%), mispronouncing words (88%), poor articulation (80%), and poor rhythm (80%). Of those students who guessed at words on initial testing, 95% improved, and 76% were completely remedied who stayed in the program three months or more. Of those students tested twice who repeated words, 100% improved or were remedied, and 70% were completely remedied who stayed in the program three months or longer. Eighty-nine percent of students tested twice on pronunciation skills improved or were remedied, and 70% of those in the program three months or longer were completely remedied. Articulation skills improved in 100% of students tested twice and were excellent in 87% of those who stayed in the program for three months or longer. Regarding rhythm skills, 93% improved, and 80% of those in the program three months or more were completely remedied.

Eighty-two percent of students did not read for pleasure (i.e., did not read library books) when they were first enrolled in the program. After a period of correction, 74% began to read on their own or increased their amount of pleasure reading. Eighty-two percent of the students who stayed in the program for three months or longer began to read library books regularly. Head movement during reading was a problem in 57% of the students initially tested. Nearly all (97%) no longer moved their heads while reading at final testing. Attitude towards learning and self-concept were slow to improve: just 63% and 59% respectively seemed to improve in these two psychological assessments. Reading rate improved in 100% of the students, and in those staying in the program three months or longer, reading rate was completely remedied (>250 words per minute with 100% comprehension) in 86%.

Even if a student becomes an efficient reader and begins to read for pleasure, he or she might still have difficulty in school since math and language skills could still be lacking. Also, the student might still be labeled a slow learner or learning disabled. *Many schools are not equipped to re-train students with learning problems, even after reading skills have been improved.* Many students in the study group continued to have a poor attitude towards learning and a low self-concept, which may be due to their lack of progress in all academic areas.

Table 2
Comparison of Initial and Final Testing

Initial Testing		Final Testing		
		Improved[1]	Remedied[2] (All Students)	Remedied[3] (In > 3 months)
McCarthy Developmental Oral Reading Test:				
Mispronunciation of:				
Beginning & ending consonants	1/64 (2%)	1/1 (100%)	1/1 (100%)	0/0
long & short vowels	52/64 (81%)	48/49 (98%)	42/49(86%)	33/36(92%)
Syllable blends	44/64 (69%)	39/41 (95%)	35/41 (85%)	30/33 (91%)
Consonant blends & digraphs	30/64 (47%)	27/29 (93%)	24/29 (83%)	20/22 (91%)
Special sounds	8/64 (12.5%)	8/8 (100%)	8/8 (100%)	7/7 (100%)
Irregular vowels	10/64 (16%)	9/9 (100%)	9/9 (100%)	5/5 (100%)
No/poor knowledge of:				
Syllabication	54/63 (86%)	48/52 (92%)	37/52 (71%)	34/39 (87%)
Prefixes & suffixes	15/64 (23%)	13/13 (100%)	11/13 (85%)	8/8 (100%)
word attack skills	55/64 (86%)	48/53 (91%)	39/53 (74%)	33/43 (77%)
Sight reader only	58/65 (89%)	44/56 (79%)	40/56 (71%)	35/36 (97%)
Regress (re-read words)	66/66 (100%)	55/63 (87%)	36/63 (57%)	33/49 (67%)
Gray Oral Reading Test:				
Poor rhythm	53/66 (80%)	50/54 (93%)	41/54 (76%)	32/40 (80%)
Poor phrasing	53/66 (74%)	50/50 (100%)	37/50 (74%)	30/38 (79%)
Word readers	49/66 (74%)	42/46 (91%)	39/46 (85%)	27/30 (90%)
Read with lips	38/66 (58%)	34/35 (97%)	29/35 (83%)	25/28 (89%)
Poor articulation	53/66 (80%)	51/51 (100%)	37/51 (73%)	33/38 (87%)
Mispronunciation	58/66 (88%)	50/56 (89%)	33/56 (59%)	30/43 (70%)
Omit letters or words	36/66 (55%)	33/34 (97%)	28/34 (82%)	21/23 (91%)
Substitute letters or words	36/66 (55%)	34/34 (100%)	29/34 (85%)	24/27 (89%)
Insert letters or words	40/66 (61%)	37/39 (95%)	33/39 (85%)	26/29 (90%)
Repeat letters or words	61/66 (92%)	55/55 (100%)	37/55 (67%)	33/47 (70%)
Reverse leters or words	8/66 (12%)	7/7 (100%)	7/7 (100%)	6/6 (100%)
Guess at words	62/66 (94%)	56/59 (95%)	39/59 (66%)	35/46 (76%)
Re wrong line	29/66 (44%)	26/27 (96%)	24/26 (92%)	21/22 (95%)

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[1] Number of students improved who were tested twice

[2] Number of students remedied including students who left program within less than 3 months

[3] Number of students remedied who stayed in program >3 months

Other McCarthy Evaluations				
Low self-concept	41/68 (60%)	23/39 (59%)	15/39 (38%)	12/29 (41%)
Negative attitude towards learning	32/66 (48%)	22/35 (63%)	14/35 (40%)	14/30 (47%)
Fatigue easily	65/68 (96%)	49/62 (79%)	46/62 (74%)	40/49 (82%)
Low level of concentration	38/68 (56%)	41/45 (91%)	33/45 (73%)	26/33 (79%)
Slow reading rate (<250 words per minute)	51/53 (96%)	51/51 (100%)	38/51 (75%)††	37/43 (86%)[4]
Do not read for pleasure	56/68 (82%)	42/57 (74%)	26/57 (46%)	36/44 (82%)
Move head while reading	39/68 (57%)	37/37 (100%)	36/37 (97%)	28/28 (100%)
Poor/fair handwriting	17/68 (25%)	9/14 (64%)	1/14 (7%)	1/1 (100%)
Poor/fair composition	35/66 (53%)	27/31 (87%)	13/31 (42%)	11/24 (46%)

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[4] Correction defined as reading rate >250 words per minute with 100% comprehension

Part 11

The McCarthy Method
A Complete Tutorial

Note: After learning chapters 1,2,and 3 thoroughly, then chapters 4,5,6,7,8,9,and 10 can be taught concurrently. However, the needs must fit the age and ability of the learner. A variety of approaches is necessary in order to provide interest and challenges for the individual.

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Kenneth E. McCarthy

Chapter 1:

THE ALPHABET

Mildred's story shows how important it can be to recognize letters of the alphabet and be comfortable with writing them. Mildred was an 8-year old 3rd grade learning disability student. When she first came to me she could not read, recognize or write the letters of the alphabet. Her parents, both university graduates were concerned about Mildred's school progress. Her learning disability teacher was convinced that Mildred was learning disabled, and suggested she be examined by a neurologist. As it turned out, such fears were groundless and the solution was much simpler. Mildred had never learned the basics of writing and reading skills. After working with me, she learned to recognize, print, and read. Mildred now has beautiful handwriting, and she also has become an excellent reader.

Handwriting is the first of many basic reading skills learned in this book. Most skills presented in this guide can be taught in kindergarten and first grade. The importance of teaching children how to print the letters of the alphabet correctly is paramount in learning to read. I find that the reversing of letters by children b's, d's, p,s, qu's. and so forth is because children need time and practice to become familiar with letters. Be sure to check children whose parents speak a language other than English. For example: Learning the letters of the alphabet is especially important for Polynesian Children because consonant and vowel sounds in their language do not correspond to English.*

Lesson 1: Learning How to Print the Alphabet

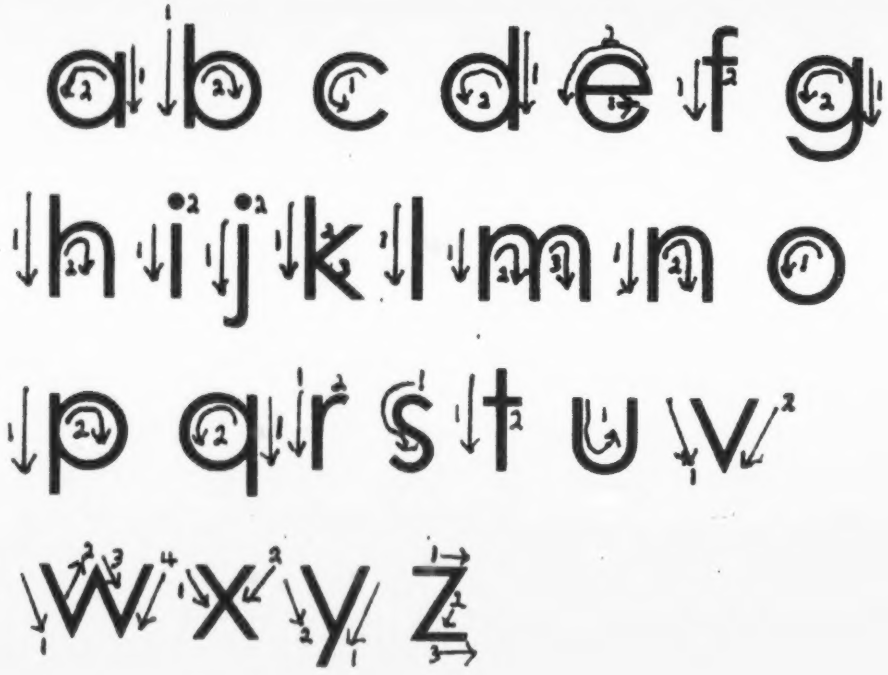
Object of the lesson: Learning How to print the upper and lower cases of the alphabet
Note: Teaching young children how to print requires time and patience. The first set of the alphabet with directional lines is for the teacher. The second set if for the pupil. I would recommend teaching the small letters first because they are used more often. For writing exercises purchase a ream of 3/8 ruled newsprint, ¾ by 3/8.

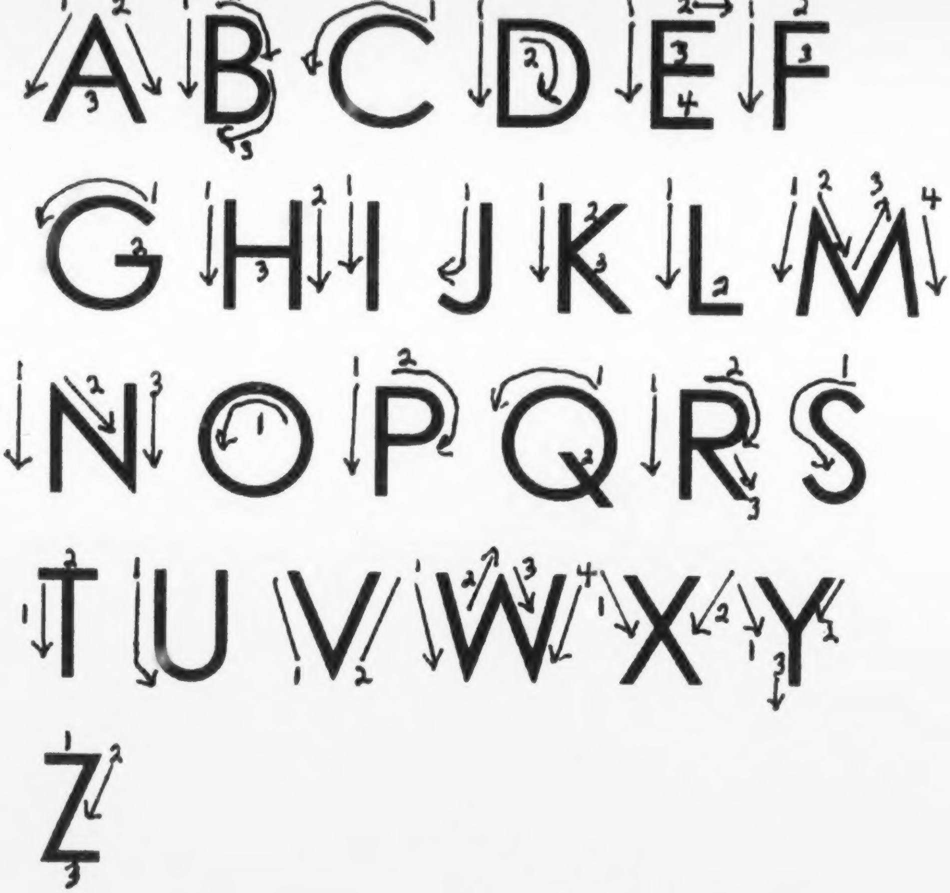
Directions:

1. First teach the alphabet song so the child learn the letters in a consecutive order.
2. Learn how to recognize and print the letters of the alphabet by printing.

   Begin with the small letters first.
3. Naming the letters and than printing them is the first step in learning simple sounds.
4. Trace and print the letters and numerals.
5. Writing exercises are printed on lined newsprint.
6. Check to see that letters touch lines.
7. Insist on high standards. Praise for good work.

*See Appendix for Polynesian children.


a b c d e f g
h i j k l m n o
p q r s t u v
w x y z


A B C D E F
G H I J K L M
N O P Q R S
T U V W X Y
Z
1 2 3 4 5 6 7
8 9 10

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

N n

O	o
P	p
Q	q
R	r
S	s
T	t
U	u

V v

W w

X x

Y y

Z z

1 2 3 4 5 6 7
8 9 10

Chapter 2

Spelling and Phonics – A Syllable at a Time

We all learn to read in a series of progressive steps. In teaching beginning reading, these steps are the same regardless of age – whether the individual is a six-year old first-grader or a 35-year old with severe reading difficulties.

The first step is to recognize that the alphabet has 26 letters.

The second step is to know that letters are either vowels and consonants. The vowels are *a, e, i, o, u,* and sometimes *y*. All other letters are consonants and are usually combined with vowels to produce a variety of sounds. These two steps were introduced in Chapter 1.

Third, students must recognize that vowels have two sounds, long and short. For example, in the word *bit*, the vowel *i* makes a short sound; in the word *bite* it makes a long sound. Hearing and pronouncing these different vowel sounds is essential to learning them.

All words are composed of long and short vowels, but when is a vowel short and when is it long? *The sounds of* vowels, *and the rules that determine when a vowel makes the long sound and when it makes the short sound in a syllable, are the subject of this chapter.* Once readers know these rules, they can sound out most words – even if they have never seen them before. This is the essence of reading!

Fourth, sounds or syllables are most easily learned through listening (appealing to the ear) and then spelling the word. Through spelling, students learn words that agree with most phonic concepts as well as words that do not. (*Note:* approximately 80% of words in the English language agree with phonic rules. The reverse, of course, is that about 20% of English words break the rules.)

A Note on the Lessons that Follow

In working with individuals who have reading problems, it is important to reduce anxiety as quickly as possible. I find that as soon as students learn basic reading principles and have some degree of success in applying those rules, their anxiety begins to disappear. A variety of approaches are necessary to make lessons appear simple to the learner. Therefore, the lessons and exercises that follow present only a few basic rules, but in several different ways.

The lessons follow a consistent format. Each lesson opens with a brief description of "The Object of the Lesson". Always explain the object of the lesson to the student so that he or she understands why a particular rule or concept is important. The "Object" is followed by "Directions," listed numerically in easy steps. Long lessons are divided into two or more "Exercises," with directions presented in each exercise. Occasionally, special "Notes" explain additional information which is important for the teacher.

This tutorial introduces a number of vowel rules, which tell students how to determine what sound a vowel makes in a syllable. Each new vowel rule is introduced in the "Object of the Lesson" and is also highlighted in boxed text for easy reference.

The lessons are designed to build reading skills in a cumulative fashion, and should be introduced initially in the sequence in which they appear here. However, students are all individuals with different learning needs. While some will need a great deal of repetition for one skill or another, others may master the same skill quickly. Therefore the lessons and exercises may be used in a modular fashion to tailor them to each student's needs. Each concept and skill is presented in a variety of ways. If your student has clearly mastered a skill before completing all the exercises in a particular lesson, then you may proceed to the next lesson. Likewise, some difficult lessons may require additional repetition. Note that some lessons use nonsense syllables as well as real words. This is to discourage students from relying on memorization.

Finally, a note on materials you will need. Each student should have a pencil, an eraser, and ruled newsprint (3/4 by 3/8 alternate skip). Have these materials on hand for each Part II Tutorial.

Before You Proceed

Before beginning Lesson 1, check to make sure that the student has mastered all the skills presented in the preceding chapter.

1. As a first step, students must be able to pronounce all the letters of the alphabet & print both upper and lower case letters in the correct form (see Chapter 1). They must be able to print the numerals from 1-10.
2. Ask pupils how many letters in the alphabet? (Answer: 26)
3. Explain that there are five vowels: a, e, i, o, u, and sometimes y.
4. There are two vowel sounds: long and short. These are illustrated in Figures 2.1 and 2.2.

Lesson 1: Hearing and Recognizing Long Vowel Sounds

Object of the Lesson: To learn the long sound of vowels. Vowels have two sounds, long and short. See Figure 2.1: Long vowel sounds.

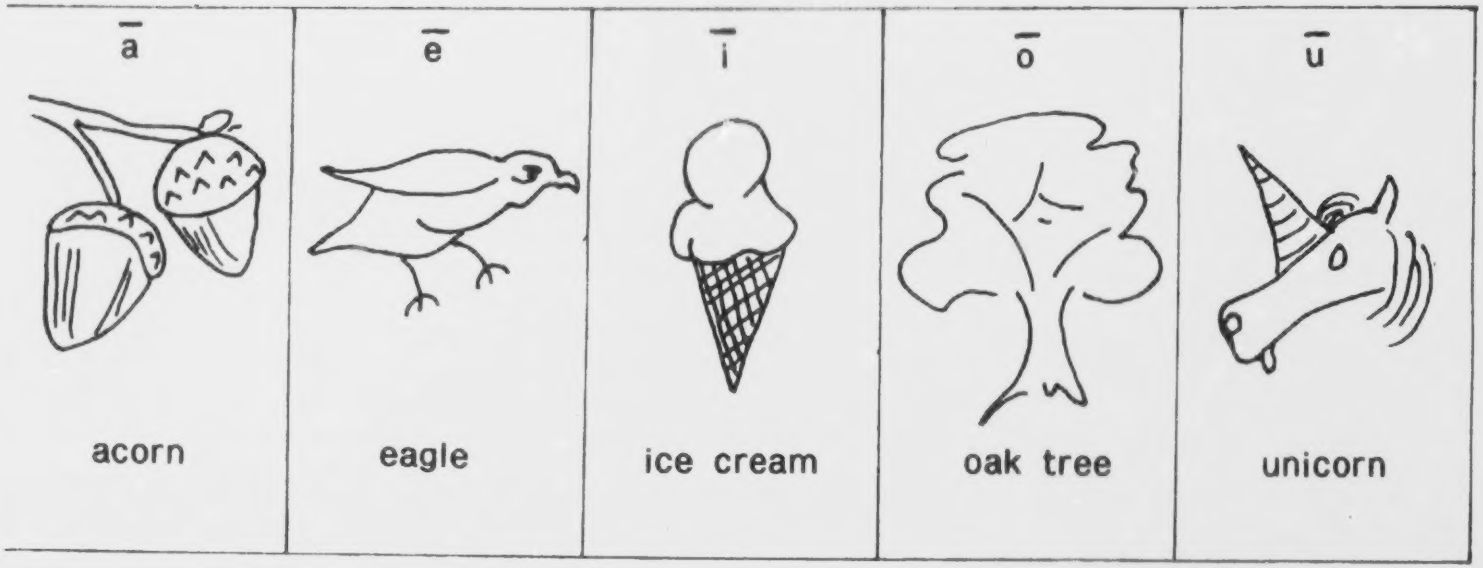

ā
acorn
ē
eagle
ī
ice cream
ō
oak tree
ū
unicorn

Figure 2-1

Directions:

1. Referring to Figure 2.1, pronounce each long vowel sound and have the student repeat after you:

   ā as in acorn,

   ē as in eagle,

   ī as in ice cream,

   ō as in oak tree,

   ū as in unicorn.

2. Explain that a straight line over the vowel indicates the long sound: *ā*.
3. Repeat this lesson many times orally until it is over learned.
4. Review these sounds in a variety of ways. Use the pictures in the chart to associate each vowel with its long sound.

Repeat this lesson daily, and refer to it when teaching Lesson 3. Soon these skills become automatic.

Lesson 2: Hearing and Recognizing Short Vowel Sounds

Object of the Lesson: To learn the short sound of vowels. Vowels have two sounds, long and short. A curved line over the vowel indicates a short sound: *a*

Insert Figure 2.2: Short Vowel Sounds.

Directions:

1. Referring to Figure 2.2, pronounce the short sound of each vowel and have the student repeat after you:

   ă as in apple,

   ĕ as in egg,

   Ĭ as in Indian,

   ŏ as in octopus,

   ŭ as in umbrella.
2. Explain that a curved line over the vowel indicates the short sound: ă.

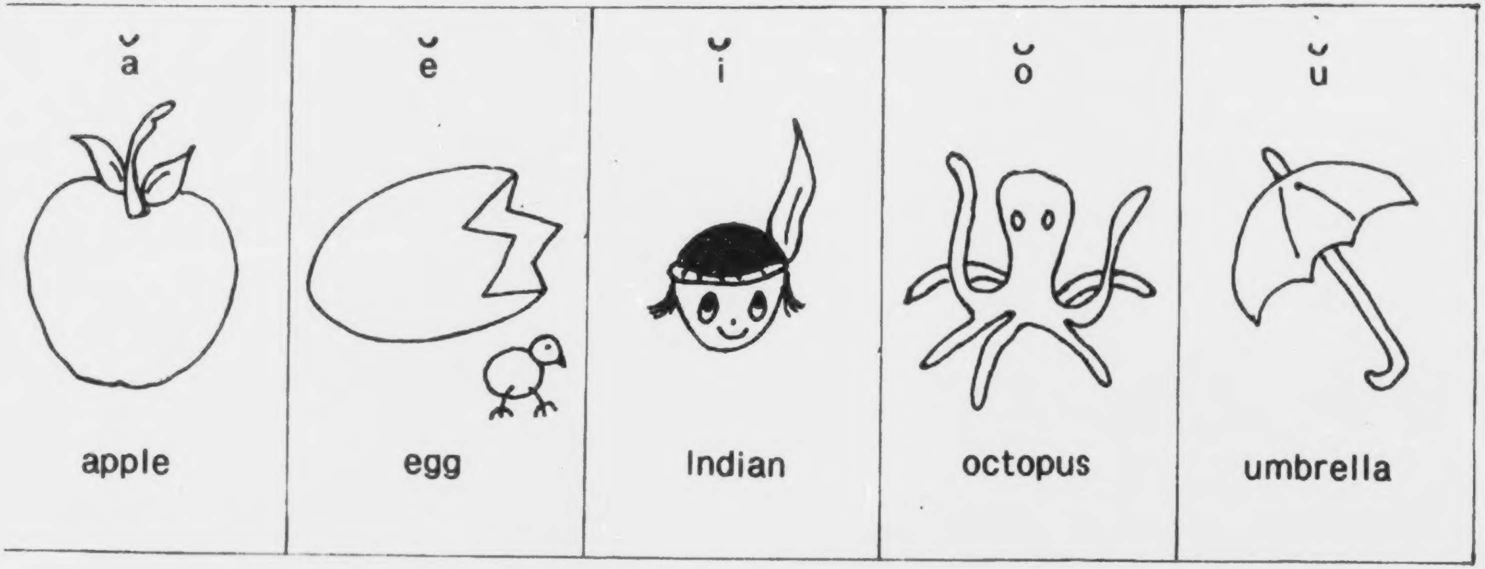

ă
ĕ
ĭ
ŏ
ŭ
apple
egg
Indian
octopus
umbrella

Figure 2-2

3. As with long vowel sounds, over learning is important. Students should repeat each short vowel sound many times until they can easily differentiate long and short sounds.
4. Review these sounds in a variety of ways. Use the pictures in the chart to associate the vowels with their short sounds. Repeat this lesson daily, and refer to it when presenting Lesson 4. With practice, these skills will become automatic.

Do not *discontinue Lessons 1 and 2 until these skills are learned.*

Lesson 3: Vowels Make a Long Sound When They Follow a Consonant

Rule: When a vowel comes after a consonant, it usually makes a long sound.

Object of the lesson: To learn that when a vowel comes after a consonant, the vowel usually makes a long sound. consonant, the vowel usually makes a long sound. Example: *bā* as in *ba by*.

Note: Because all words are composed of long and short vowels, readers must be able to tell when a vowel will make a long sound and when it will make a short sound. Otherwise reading would be a gigantic guessing game. The simple exercises in this lesson and Lesson 4 enable students to learn the first basic rule in determining what sound a vowel will make in a syllable.

Exercise 3.1: Learning the long vowel rule

Directions:

1. Have pupils recite the long vowel formula: *When a vowel comes after the consonant, the sound is usually long.* Example: *bā* as in *ba by*.

2. Review the long vowel sounds. Students should repeat aloud the long vowel sounds, referring back to Lesson 1: *a* as in *acorn*, *e* as in eagle, *i* as in ice cream, *o* as in oak tree, *u* as in unicorn.
3. Now look ahead to the "Long Vowel Sound Syllabarium" in Exercise 3.2 and read aloud with the student the first line only:

b ā   *b ē*   *b ī*   *b ō*   *b ū*

Explain that in each syllable, the vowel makes a long sound because it follows a consonant.

Exercise 3.2: Applying the long vowel rule

Directions:

Refer to the following Long Vowel Sound Syllabarium in this exercise. (A list of syllables is known as a *syllabarium*).

Long Vowel Sound Syllabarium

ba	be	bi	bo	bu	
ca	ce	ci	co	cu	*c* makes two sounds, *s* as in cement
da	de	di	do	du	and *k* as in cut
fa	fe	fi	fo	fu	
ga	ge	gi	go	gu	*g* makes two sounds, *g* as in gold and
ha	he	hi	ho	hu	*j* as in germ
ka	ke	ki	ko	ku	
la	le	li	lo	lu	
ma	me	mi	mo	mu	
na	ne	ni	no	nu	
pa	pe	pi	po	pu	
ra	re	ri	ro	ru	
sa	se	si	so	su	
ta	te	ti	to	tu	
va	ve	vi	vo	vu	
wa	we	wi	wo	wu	
xa	xe	xi	xo	xu	
za	ze	zi	zo	zu	

1. Proceed through the syllabarium from left to right, as follows:
   Can you say, *ba, be, bi, bo, bu*? (as in beautiful)
   Repeat after me: *ba, be, bi, bo, bu*. Good!

2. Go again from left to right. Say *da, de, di, do, du*. (Because both c and g make two sounds, you may present them after the other consonant sounds in this lesson.) You may also wish to try a row from right to left: *du, do, di, de, da*.

3. Have students pronounce the remainder of the sounds using the complete syllabarium. (Observe that *c* has two sounds: *s* as in cement and center; *k* as in cake, cut. Note also that *g* has two sounds: *g* as in gold and girl; *j* as in germ, gym.)

4. After students show a degree of proficiency, ask them to pronounce the entire syllabarium proceeding from right to left all the way through the list.

5. Be creative: Find as many ways as possible for students to learn these sounds. Have them repeat the sounds, going from left to right, from right to left, then picking syllables randomly. Pronounce a syllable such as *po*, and ask the student to spell it orally and then find it in the syllabarium.

Exercise 3.3: Spelling and writing long vowel syllables

Directions:

1. Have the student spell the sounds in the syllabarium while writing on lined paper: Spell *ba, be, bi, bo, bu*. Carefully check printing and spelling, insisting on neat legible printing. Be sure to check the correct printing of the p's, b's, d's, and q's, as some learners have difficulty differentiating between syllables with these letters.
2. Have students read back their spelling:

   Spell *ba*. What sound do you hear? Place the long mark over the vowel.
   Spell *be*. What sound do you hear? Place the long mark over the vowel.
   Spell *bi, bo, bu*. What sounds do you hear? Place the long mark over the vowel.

   Note that students will be thinking the sounds before they write. At first the thinking process takes a few seconds. Gradually it becomes faster, and soon the procedure will be automatic. Follow this approach for all syllables in the *Long Vowel Sound Syllabarium*.
3. After students can spell the syllables going from left to right, reverse the procedure and proceed from right to left. When students can spell, write, and read these sounds at random from the syllabarium, they have a pretty good understanding of the first vowel rule.
4. Before proceeding to the short vowel sounds in Lesson 4, make sure that students feel secure in spelling, writing, and reading the long sounds correctly.

Lesson 4: Vowels Make a Short Sound When They Precede a Consonant

Rule: When a vowel comes before a consonant, it usually makes a short sound.

Object of the lesson: To learn that if a vowel precedes the consonant it usually makes the short sound: *ap* as in *ap ple*.

Exercise 4.1: Learning the short vowel rule

Directions:

1. Review the short vowel sounds, referring to Lesson 2: *a* as in apple, *e* as in egg, *i* as in Indian, *o* as in octopus, *u* as in umbrella.
2. Have the student recite the short vowel formula: *When a vowel comes before a consonant, the vowel usually makes a short sound.*
3. Referring to the first row only of the Short Vowel Sound Syllabarium in Exercise 4.2, say the short vowel sounds orally to the student: *ab, eb, ib, ob, ub*.

Exercise 4.2: Applying the short vowel rule

Directions:

Refer to the following list of syllables, or *syllabarium*, in this exercise:

Short Vowel Sound Syllabarium

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud
af	ef	if	of	uf
ag	eg	ig	og	ug
ak	ek	ik	ok	uk
al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up
ar	er	ir	or	ur
as	es	is	os	us
at	et	it	ot	ut
av	ev	iv	ov	uv
ax	ex	ix	ox	ux
az	ez	iz	oz	uz

1. Proceed through the syllabarium from left to right, as follows:
   Can you say, *ab, eb, ib, ob, ub*?
   Repeat after me: *ab, eb, ib, ob, ub*. Good!
2. Go again from left to right. Say *ad, ed, id, od, ud*.
3. Have the student pronounce the remainder of the sounds using the complete Short Vowel Sound Syllabarium.
4. After students become proficient, have them pronounce the list of sounds going from right to left, proceeding through the syllabarium.
5. Be creative: Find as many ways as possible for students to learn these sounds. Have them repeat the sounds, going from left to right, from right to left, then picking syllables randomly. Pronounce random syllables such as *ex*, *ob*, *ub*, *az* and *id*, and ask the student to spell them orally.

Exercise 4.3: Spelling and writing short vowel syllables

Directions:

1. Have students spell the sounds in the Short Vowel Sound Syllabarium while writing on lined paper: Spell *ab*, *eb*, *ib*, *ob*, *ub*. Carefully check printing and spelling, insisting on neat legible printing. Be sure to check the correct printing of the p's, b's, d's, and q's, as some learners have difficulty differentiating between these symbols.
2. Have students read back their spelling:

    Spell *ab*. What sound do you hear? Place the short mark over the vowel.
    Spell *eb*. What sound do you hear? Place the short mark over the vowel.
    Spell *ib*, *ob*, *ub*. What sounds do you hear? Place the short mark over the vowel.

    As in Exercise 3.3, note that students will be thinking the sounds before they write. Soon the procedure will be automatic. Follow this approach for all items in the *Short Vowel Sound Syllabarium*.
3. After students can spell the syllables going from left to right, reverse the procedure and proceed from right to left. When students can spell, write, and read these sounds at random from the syllabarium, they have a good understanding of the first short vowel rule.

Lesson 5: Learning One-Syllable Words With Short and Long Vowel Sounds

Rule: When a vowel is between two consonants, the vowel usually makes a short sound.

Rule: Adding a silent "e" after the final consonant in a one-syllable word makes the first vowel long.

Object of the lesson: a) To learn that when a vowel comes between two consonants, it usually makes the short sound. b) To learn that adding a silent "e" after the final consonant in a one-syllable word makes the first vowel long.

Note: Children learn phonics though spelling. For example, the letter *i* in the words *in* and *it* makes a short sounds because the vowel precedes the consonant. If you place the initial consonant *p* before *in*, you create the word *pin*. A curved line ( ) is placed over the vowel indicating the short sound.

When a silent "e" is added after the final consonant, it changes the vowel sound to long. Thus if an *e* is added at the end of the word *pin*, the *i* in *pine* makes the long sound instead of the short sound. A line is drawn through the final *e* to indicate that it is silent (/e).

Exercise 5.1: One-syllable words with short vowel sounds

Directions:

1. Before adding the initial consonant to the short vowel sound, make sure students have mastered Lessons 1-4 and are comfortable differentiating between long and short vowel sounds.

2. Have pupils start at the top of each column in the following list and work down, thinking and then marking with the short vowel symbol ( ) all the words that have the same short vowel sound. For example, *pin*, *bit*, *lit*, and so forth.

i	e	u	a	o
pin	pen	mud	mad	cot
bit	bet	fun	fan	mop
lit	led	cup	cap	dot
sit	ten	but	bat	hot
fin	set	rug	rag	top

3. Students should then read aloud all the words in the list that have the same short vowel sound.

4. Next proceed from left to right to vary the short vowel sounds: *pin*, *pen*, *mud*, *mad*, *cot*, following the same directions as in steps 2 and 3.

5. Have students repeat this vowel rule often so that it becomes automatic: *When a vowel is between two consonants, the vowel usually makes the short sound.*

Exercise 5.2: Introducing the "magic e" rule

Directions:

1. Explain the magic "e" rule: *Adding a silent or magic "e" after the final consonant in a one- syllable word makes the first vowel long.* For example, add the silent "e" to *pin* and it becomes *pine*; add the silent "e" to *bit* and it becomes *bite*.
2. Have the student add the magic "e" to all the one syllable words in Exercise 5.1. Some of the resulting words will be nonsense words. The student should mark the "e" silent (draw a / through it) and mark the first vowel long: *pine*.

Lesson 6: Building Your Own Words From Word Parts

Special Note on Using This Lesson: *This lesson is not intended to be taught all at once. Begin to introduce this material at any point after the student masters Lesson 5; then cover it a segment at a time in conjunction with subsequent lessons.*

Object of the lesson: To teach readers to see and hear the parts of words first, rather than seeing or memorizing words as wholes. Once readers know the sound that each word part makes, they can read completely new words by putting together these parts. Students learn by hearing the sounds of word parts.

Note: Students need practice in hearing, seeing, and writing words using the short sounds of vowels. Included in this lesson are beginning and ending consonants and *blends*. (A blend is a group of consonants that combine to make a sound that is different from the sound of any one of those consonants alone. Examples: *wh* as in *when*; *th* as in *than*.) Pupils learn as they practice by making their own simple words or nonsense syllables.

The "building blocks" students use in this lesson are found in List A: Short Vowel Syllables, and List B: Beginning Sounds for Building Your Own Words. Students build their own words by combining a one-syllable sound from List A with a beginning consonant or blend from List B.

List A: Short Vowel Syllables

(Note: Proceed vertically through list, a column at a time)

(*a* as in apple)	an	ap	ab	ad	ag	am
(*u* as in umbrella)	un	ut	ub	ud	ug	uck
(*o* as in octopus)	ot	og	ock	ob	op	od
(*e* as in egg)	en	ed	eg	em	eck	et
(*i* as in Indian)	in	ip	id	ish	ick	im

List B: Beginning Sounds for Building Your Own Words

Consonants

b
c
d
f
g
h
j
k
l
m
n
p
q
r
s
t
v
w
y
z

Blends

wh
sh
th
ch
gl
pr
spr
wr
tr
dw
kn
sc
thr
cr
str
spl
br
scr
sch

sc
fl
sm
sn
st
sw
sl
sp
ph
sk
cl
bl
gr
shr
squ
fr
dr
pl

Directions:

Before every lesson, refer to List A as you ask, "what vowel sounds to you hear in this column of syllables?" Students repeat: *a* as in *apple*, *u* as in *umbrella*, *o* as in *octopus*, *e* as in *egg*, *i* as in *Indian*.

1. Starting at the beginning of List A, dictate the the first syllable and ask the student to print it. You say *an*; students print *an*. Check carefully for good printing. Do not accept poor handwriting.
2. Now begin combining the building blocks in List A with those in List B. Referring to the first item in List B, ask: If the letter *b* is placed before *an* what do you hear? *Ban*? Good! Students print the word *ban*, saying it aloud.
3. Proceed downward in List B, starting with the first column, initial consonants. Ask students what they hear if a *c* is placed before an? (*can*); then a *d*? (*dan*). Pupils print the word *can*; then *dan*; and so on, pairing the sound *an* with each initial consonant in the first column of List B to create new words.
4. Repeat this procedure for each of the short vowel syllables in List A, proceeding downward column by column to pair each syllable in List A with each consonant in the first column of List B. *Pupil reads list orally to examiner.*
5. Now introduce *blends*. Explain that when two consonants appear together, they make a sound that is different from the sound either of those consonants makes alone.

   Select building blocks that will create real words: If you place *th* before *an* what does it say? *Than*, good! Next, *sc*. *Scan*, good! Students write and say aloud *than*, *scan*, *bran* and so forth throughout List B. Check the letters for correct form, watching especially for reversals in handwriting (*d* for *b*, or *p* for *q*), and correct students' pronunciation as necessary. *Read list orally to examiner.*
6. Proceed through the syllables in List A, one column at a time, matching them with letters and blends that you select from List B, following the steps above. Students must be able to pronounce correctly all the short sounds of the vowel as they are combined with the initial consonants in List B.
7. Try to cover all five vowel sounds at one session. In some cases the lesson might have to be shorter depending on the interest and ability of the student. Be sure to check for correct printing, spelling, and articulation of sounds.

Appendix A, Answer Key to "Spell Your Own Words," provides a list of possible combinations students can build from combining List A with List B.

Lesson 7: Over Learning Vowel Rules

Object of the Lesson: Before students can read words, they must be able to distinguish consistently between long and short vowel sounds.

Note: It is important that students over learn basic vowel rules before proceeding to the next level of reading skills. Do not proceed if pupils reverse letters (*d* for *b*, *p* for *q*, etc.) or have difficulty writing the correct letters.

Exercise 7.1: Over learning long vowel sounds

Directions:

1. Using the Long Vowel Sound Syllabarium in Lesson 3, refer to *Figure 2.1* as you ask the following questions:
   - Can you spell *ba* for me ? Under what picture would you place this spelling? *a* for *acorn*? Good! Now place the long mark over the vowel.
   - Can you spell *bu* for me? Is *u* the long or short sound? Long? Good! U for what? *Unicorn.* Good!
   - Continue with the same format: *be*, *e* for *eagle*, *bo*, *o* for *oak tree*, *bi*, *i* for *ice cream*, and so forth.
2. Students must be able to hear and write the long vowel sounds before proceeding to Exercise 7.2.

Exercise 7.2: Over learning short vowel sounds

Directions:

1. Using the Short Vowel Sound Syllabarium in Lesson 4, refer to *Figure 2.2* as you ask the following questions:
   - Can you spell *ab* for me? Under what category do you place this spelling? *A* for *apple*. Good! Note that when the vowel precedes the consonant, the vowel makes a short sound. Mark the short vowel sound.
   - How do you spell *ob*? Under what picture do you place *ob* -- is the o sound long or short? *O* for *octopus*, short sound, good!
2. Continue with the remainder of the short vowel sounds: *eb*, *ib*, *ub* and so forth, down the syllable list in Lesson 4.

Exercise 7.3: Listening for vowel sounds

Directions: After students become familiar with hearing and spelling the long and short sounds, have them listen and spell, going back and forth from the long to the short vowel syllabarium and vice versa.

Be creative. One game that might help these lessons more interesting and fun for the learner is to let the student be the teacher and explain the lesson to you. Alternatively, play "detective." Ask the student to find a word in one of the lists in this chapter in which the *e* makes a long sound, or the *o* makes a short sound. Have the student explain why, referring to the appropriate vowel rule. Learning these sounds is a thinking process which takes time. This skill appeals to the ear rather than the eye.

After a few repetitions, this lesson will become easy for the student.

Note: Some adults with serious reading problems have difficulty with this lesson. Imagine yourself learning a foreign language. It is much harder to memorize each new word you come across than to learn rules for sounding out new words.

Remember, all words contain long or short vowel sounds. Do not proceed in introducing any new concepts until Lesson 6 is mastered.

Lesson 8: Short and Long Vowel Word Review

Object of the lesson: To review short and long vowel words with emphasis on the correct articulation of beginning and ending consonants.

Exercise 8.1: Short vowel word review

Directions: Use the list of one-syllable words that follows. In the top group of words, it is easier for the pupil to learn the sounds by going from top to bottom in each column until learned. Then proceed from left to right.

1. Have students place a short mark over the vowel in each word. Have them state the vowel rule: *If a vowel comes between two consonants, it usually has the short sound.* For example, in the word *sat*, the *a* makes a short sound.
2. Students should read the list silently first, then orally. Pay close attention to the correct articulation of beginning and ending consonants.

sat	bid	pet	dud	cot	dad	fib	cub
lap	fit	set	fun	lop	ban	din	sum
tag	tin	led	cut	rot	cap	sit	hug
fat	bip	ten	sup	sod	bad	hit	run
tap	fin	bet	bug	ton	tag	dig	tug

bat	bet	bit	bot	but	sat	sit	set
sot	sut	lag	leg	lig	log	lug	pat
pet	pit	pot	put	tan	ten	tin	ton
tun	ham	hem	him	hom	hum	sap	sep
sip	sop	sup	fan	fen	fin	fon	fun

Exercise 8.2: Magic "e" Review

Object of the exercise: To over learn the magic "e" vowel rule: *The silent "e" at the end of the word makes the first vowel long*. Example: adding the silent "e" changes *dud* to *dude*.

Directions:

1. Have students write the words in Exercise 8.1, adding the magic "e" to the end of each word. Check for correct letter formation.
2. Students then place a long mark (-) over the first vowel and a silent mark (/) on the silent "e". (Example: *sate*.) Some of the silent "e" words will be nonsense words.
3. Make sure pupil says sounds aloud while marking vowels.
Note: Some students will mark without thinking; saying the word aloud prevents this from happening.
4. Repeat this lesson frequently to insure over learning.

Continue this lesson until this skill becomes automatic.

Chapter 3:

Associating Spelling With Reading

Note: Today, spelling rules are not identified with reading, However in the 17th Century, the first primer was a speller. Teaching phonics through spelling is basic in learning to read, spell, and articulate words. If children know the sounds and can spell the words, they will have little difficulty reading

Lesson 1: Reviewing Spelling-Reading Concepts

Object of the lesson: To recognize that spelling rules are really reading rules.
Remember vowel rules are correct about 80% of the time.
Review the following vowel rules with students:

1. A vowel between two consonants has the short sound. (rat)
2. When two vowels are together, the first is short and the second is silent. (boat)
3. The silent "e" on the end of the word makes the first vowel long. (date)
4. The vowel before the consonant is short. (am)
5. The vowel after the consonant is long. (go)

Directions:

1. Referring to the table that follows have students read each exercise and explain the rule. Students mark each vowel long, short, or silent.
2. After marking vowels, pupil reads aloud each column re-stating the rule. It is absolutely necessary to reinforce these concepts often

Short and Long Vowel Principles

a	ea	oa	a/e	ab	ba
the rat	a seat	the boat	a date	am	he
the cat	a seal	the foam	a name	it	be
a pad	a deal	I roam	a tape	us	go
a man	a leak	I soak	a pane	on	my

Lesson 2: Write a Sound-Alike Word

Object of the lesson: To learn that some words sound alike but can have different meanings and spellings.

Directions:

1. Have pupils write a sound alike word for each of the words in the following list. Example: sea-see. Have pupil explain the difference between the two words.

sea creak pain brake sale

reed main real gait weak

bear mail meat vein seem

peel ate waist load tale

Lesson 3: More Practice In Spelling-Reading Vowel Rules

Directions: Object of the lesson: To recognize that knowing and applying the vowel rules is basic in learning to read efficiently. Without this knowledge, it is difficult to recognize new or complex words instantaneously.

Directions:

1. Pupil reads each column orally to the examiner.
2. Have students state the rule that applies to each column in the list below.
3. It is absolutely necessary to reinforce this concept often.

Long sound at end of syllable	**Short sound before consonant**	**Long sound before magic “e”**	**Double Vowel 1st vowel long 2nd vowel silent**	**Short sound between consonants**
he	it	came	boat	man
she	in	late	foam	hat
me	of	make	loam	bat
see	is	shake	coat	sap
be	ill	game	soap	tap
my	ed	line	paid	hot
my	egg	pine	laid	alot
fly	ex	time	raid	lot
shy	an	fine	lied	pot
go	off	dike	tied	fax
so	of	joke	seek	pin
ho	ax	robe	jeep	sin
hi	on	poke	seen	tin
	us	tone	teen	rib
	un	June	peak	bib
	um	tune	leak	red
			weak	pen
			leap	hep

Lesson 4: Using Nonsense Syllables to Hear Sounds

Object of the lesson: To overcome the tendency to read words by sight (that is, the tendency to memorize whole words instead of using visual-auditory skills to sound them out.) To read efficiently, students need to know the sound of each syllable.

Note: This exercise is recommended for students who learned to read by sight and can read sight words fairly well, but who have difficulty sounding out new words. It is especially good for students who need extra practice.

Once students have learned to read nonsense syllables, they can recognize new words instantaneously. In this lesson, the learner must concentrate on hearing the sound each syllable makes. Syllables are sounds within words, thus, this skill is a prerequisite to efficient reading. When children cannot recognize new or difficult words within sentences, their comprehension suffers.

Directions:

1. Have the student read the short sounds in the list that follows: proceeding from left to right. Note the letter "c" can be pronounced as an s or k.
2. Next have the students add the magic "e" after each syllable to convert the short vowel sounds to long vowel sounds. Example: adding "e" to cap produces cape.

Short and Long Vowel Sounds

cap	cep	cip	cop	cup
dap	dep	dip	dop	dup
fad	fed	fid	fod	fud
gaf	gef	gif	gof	guf
jag	jeg	jig	jog	jug

kak	kek	kik	kog	kug
mal	mel	mil	mol	mul
nam	nem	nim	nom	num
man	men	min	mon	mun
rap	rep	rip	rop	rup

vas	ves	vis	vos	vus
wat	wet	wit	wot	wut
dab	deb	dib	dob	dub
fam	fem	fim	fom	fum
gab	geb	gib	gob	gub
had	hed	hid	hod	hud

kaf	kef	kif	kof	kuf
han	hen	hin	hon	hun
kad	ked	kid	kod	kud
lat	let	lit	lot	lut

Lesson 5: Progressive Short Vowel Practice

Note: This lesson provides a progressive easy review for differentiating short vowel sounds.

Object of the Lesson: To read the following list of words without error.

Directions:

1. Orally have the student say the short sound of the vowel.. For example: a as in apple, e as in egg, i as in Indian, o as in octopus, and u as in umbrella.
2. Have the students read orally the words in the following list, proceeding from left to right. (The words are arranged so that repetition in a particular sound is constant.)
3. In some cases ask students to spell the word before reading it. If they misspell the word, ask what sound do you hear?

cat	vat	rat	bat	hat	gal
can	bat	mat	lap	pan	lap
cap	rap	sap	tap	map	fat
tam	pap	van	sap	tap	gap

ken	bet	den	hep	get	ten
wet	set	met	leg	pet	net
men	pen	ped	let	hep	jet
lem	ten	ned	ked	ted	fed

tim	sin	kin	fin	hid	bit
pip	rip	sip	kip	nip	pig
sit	tip	fit	lid	Sid	fin
pin	sin	Jim	him	mid	vin

hot	cot	lot	sot	got	hop
sop	rot	cot	not	top	rob
log	tog	hog	hog	cog	mod

but	rut	lug	rum	sum	tum
sup	fun	gun	sun	hug	pun
lug	pup	jut	hut	bud	nub
cub	tub	tut	tup	run	cud

Lesson 6: Progressive Mixed Short Vowel Practice

Object of the lesson: To read this list of words without error

Directions: Have the students read aloud the following list, proceeding from left to right. Eventually they should be able to say these words without hesitation or error. Guessing should be eliminated.

Mixed Short Vowel Sounds

ben	pin	don	cut	cat	hen
but	vat	bet	gin	cot	rut
lot	bin	den	tup	sot	fin
hat	get	hid	got	sum	gal
hop	tum	fan	get	gun	fig
vet	lip	fox	cup	can	wet
sup	bat	set	rip	rot	fun
sip	cot	gun	lap	leg	kip
pan	pet	nap	top	hug	lap
rob	pun	ted	tad	gig	sob
rep	pit	cob	rut	cap	min
rap	pen	tip	tog	pup	sap
hog	jut	tap	lit	lid	fog
hep	sid	cog	bud	fat	jet
nub	vat	rid	gin	not	rub
hip	pip	sub	tam	lem	pin
pan	ten	sin	dot	tub	van
lot	tut	sup	ked	him	top
ted	mid	bon	run	gap	fed
cud	lad	set	rim	tot	hid

Lesson 7: Practice With Long Vowels: Magic "E" and Double Vowel Words

Object of the lesson: To read the magic "e" and double vowel words without error

Directions:

1. In the beginning have pupils read the lines silently before reading orally.
2. In some cases, have the pupil state the vowel rule.
3. With some, spelling the word helps the child think through the process.
4. Have the students read the list from left to right.

cape	mate	gale	hate	rate	late	dale
gale	pale	race	tame	came	lane	pane
nape	cane	same	tape	tale	hale	fate
jade	lame	sane	bale	dale	sale	date

fine	lime	time	dine	cite	bite	kite
line	fine	dike	site	like	jive	live
side	ride	bide	wise	mite	vice	dice
rice	lice	vine	nice	mice	dice	lite

hope	lope	rope	dote	robe	lobe	note
tone	cone	sole	dole	role	poke	mope
mole	pope	dote	mode	cone	woke	tote

duke	puke	Luke	nuke	cute	huge	bute
mule	rule	fuse	muse	nude	mute	tube
boat	coat	soak	heap	leap	keep	reap
bait	beat	beet	tail	sail	rail	fail
loan	jeep	peep	seed	seep	reap	peal
seal	feel	deal	real	teal	feel	peal
feet	feat	mail	reel	real	gain	pain
rain	peak	peek	seem	seem	mean	team

Lesson 8: Final Test for Vowel Sounds

Object of the lesson: Students must be able to read the long and short vowel words without error. .Note: This skill is absolutely necessary because 80% of words have either long or short sounds.

Directions: Have students read aloud the list of words, proceeding from left to right. Continue practice until learned.

bet	cut	Don	fax	gel	hit	jay
Ben	cute	Dan	fit	gal	hat	Jane
bat	coat	Dane	feed	gill	hate	Joan
but	can	din	fine	Gail	hoop	Jill
beat	city	duck	foam	get	hid	jade
beet	cane	dine	fin	gale	hide	joad
bit	cub	dote	fox	gat	heap	jab
bite	cube	den	fuzz	goat	hep	jag
boat	cent	dean	fuse	gull	hug	jail
box	cat	dub	fat	gall	huge	jam
bate	cut	dote	fed	gate	hut	jaw
jay	kale	loap	mail	nail	pail	quack
Jane	kill	lot	male	nell	pale	quote
Joan	kid	late	man	name	Pam	quake
Jill	keen	lame	mane	Ned	pane	quiet
jade	keep	lace	meet	near	pin	quart
Joad	keg	lead	met	nice	pine	queen
jab	key	lean	meat	nod	pun	quest
jag	Ken	lid	mate	node	pet	quid
jail	keel	lied	mean	need	pain	quack
jam	kin	loan	moan	nude	Pete	quill
jaw	kine	lug	med	noon	pit	quip
race	soak	tam	vat	wad	yak	zap
rain	seal	tame	vet	wade	yap	zeal
raid	seen	ton	vain	wag	yell	zen
read	sake	tone	vile	wage	yen	zig

red	sap	Tom	van	weak	yes	zag
rim	sip	tum	vane	well	yoke	zip
rob	sop	time	vice	wide	yet	zoom
robe	soap	tune	vote	won	yew	Zion
run	sod	tot	vow	wet	your	zone
rule	sot	toat	veg	watt	yon	zoo

ban	mile	pack	take	peal	lap	beep
mat	neat	vale	roam	lip	pan	reap
leak	nice	leaf	mole	rave	mop	mope
pack	seam	week	bike	feel	lane	dike
dale	mule	pig	rack	came	rate	pot
boat	bone	duke	cite	dot	hop	gift
cone	cot	hope	rain	jeep	mine	tail
pop	pope	mode	mod	job	jive	lad
led	laid	sum	sun	wave	wick	wise
rat	rate	man	sude	lobe	lob	tale
jut	jute	mute	mutt	vane	vain	net
tap	tape	not	note	seat	real	kit
kite	week	mod	mode	mite	wise	cone
mute	mut	rat	rate	rid	ride	not
note	wave	luck	fame	peep	tin	teen
tot	tote	let	pal	pale	tuck	suck
main	rain	trick	lick	pick	kit	kite
vin	vine	jeep	Jed	mitt	Matt	mud
Luke	vin	ten	pop	pope	fan	fame
pop	pope	got	hop	city	top	tope
bon	bone	nit	net	nab	net	woke
sit	site	rid	ride	quote	week	woke

Lesson 9: Reading through Spelling

Object of the lesson: To hear correctly the sounds of syllables within words thereby reinforcing reading through spelling.

Note:. When students can spell the sounds they hear, their articulation, speech, spelling, and reading will improve automatically.

Directions: Dictate each sentence in the following list to the students, carefully articulating each word.

1. Have students write each sentence. If the pupil has difficulty, ask, "what sounds do you hear?"
2. Next have the students read the sentence aloud to you. If the students can write the sentence correctly, they will have an easy time reading this lesson.

One Syllable Words-Short Vowels

1. The big dog bit the cat.
2. A man hid the bag.
3. Spin the red top.
4. Can you run, hop, and jog?
5. Do not sit and hit.
6. Bat the red ball.
7. Can you run to the bed?
8. The lad led the man to the map.
9. Sid put a lid on the pan.
10. The man dug the pit.
11. The fox hid in his den.
12. The dog and cat can run fast.
13. Put the bag on the rug.
14. The sad lad dug the pit.
15. The hog hid by the log.
16. Dig by the big gap.
17. The tin dog did not bark.
18. The fat rat ran.
19. The ten pigs saw the pen.
20. I cut my hand.

Lesson 10: Reading through Spelling.

Object of the lesson. The same object as lesson 9

Directions: The same directions as lesson 9

Long and Short Vowels Within Words

1. See me play.
2. Look at me go.
3. Can you play with me?
4. Can you get in the boat?
5. I can float in the sea.
6. See me run fast.
7. Look at the goat run.
8. I can read the book.
9. I want to ride the bike.
10. See my pet kitten.
11. I want to run home.
12. My cat is big.
13. My dog can bark.
14. He can eat and wag his tail.
15. I will see you at home.
16. See my red dress.
17. Mother is nice.
18. Please come down.
19. I saw the clown.
20. We like to eat meat.

Chapter 4
Introduction to Syllabication

Lesson number 1: Understanding How to Syllabicate Words

Object of the lesson: To transfer phonic skills already learned to new or difficult words quickly and accurately.

Note: The glue that holds the phonic system together is syllabication. This is where the transfer of learning takes place. Syllabication means breaking words into parts or syllables. Before attempting this skill, the student must first know and state the phonic rules described in the previous chapter. Then he will be able to apply this knowledge to reading new or difficult words with ease.

Directions:

1. Have students read the exercise silently answering the questions.
2. Pupil reads the text orally to the examiner with the answers.

Note: There are some exceptions to the phonic rules. Regardless of the vowel rules, the sounds you hear determine the sound of the vowel.

1. Some words have only one sound or syllable.
Can, ran, Sam, Bill, and Tom are all one syllable words: a. yes b. no
2. Syllable is another name for sound: a. yes b. no
3. Some words have two sounds or syllables. What sounds do you hear in the word **basket**? The first syllable is bas. The second syllable is ket. The word is divided between the s and k. Both syllables are: a. long b. short

4. How many syllables are there in the word **happen**?
a. one b. two c. three

5. In the word **happen**, the syllables are broken between the two p's
a. the second p is silent b. both p's are pronounced

6. In the word **rabbit**, the syllables are broken between the two b's
The a and the i are both
a. long b. short

7. The second b in the word **rabbit** is:
a. long b short c. silent

8. In the words perfect, *farmer, signal, hatchet, napkin, and garden* the syllables are broken between the:
   a. two vowels b. two consonants

9. In the word **farmer**, both vowels are short because both vowels are between two consonants. a. true b. false

Lesson number 2: Practice Syllabicating Words

Object of the lesson: Syllabicating longer words
Directions: same as lesson 1.

1. Some words have three parts or syllables. Carefully pronounce each word:

con/sis/tent	consistent	ac/ci/dent	accident
to/ma/to	tomato	un/der/stand	understand
cu/cum/ber	cucumber	con/fi/dence	confidence

2. In the word **ex cite ment,** the first e is short, the I is long and the second e is silent. The third e is short: a. true b. false

3. What are the sounds of the vowels in the word **yes/ter/day**?

4. What are the sounds of the vowels in the word **tor/pe/do**.

5. Name the sounds of the vowels in the word **car/di/nal**.

6. Read each word. The first syllable has: a. long sound b. short sound
   baby music human crazy fever spider.

7. Read each word. The first syllable has: a. long sound b. short sound
   unlock oxen indent insane insect

8. Read each word. The following words have: a. two syllables
   b. three syllables
   valentine potato incomplete remember

9. How you hear the word pronounced determines how you syllabicate the word.
   a. true b. false

Example: John saw the ti/ny bird. The horn had a tin/ny sound

Lesson number 3: Important Hornbook Concepts

Object of the lesson: Learning the importance of hornbook concepts

Note: The long sounds of vowels in spelling is linked to how words are broken into syllables. Example: In the following words, the first vowel is long because the vowel is at the end of the syllable. Remember ba, be, bi, bo, bu in the syllabarium?

Directions:

1. Have the pupil read silently first, then orally to the examiner.
2. Explain to the pupil the valuable lesson learned from the hornbook. If the vowel comes after the consonant, the sound is usually long.

1. The ba/by is crawling on the rug.

2. I love to hear mu/sic.

3. A hu/man is called a ho/mo/sa/pi/en.

4. The old man appears to be cra/zy.

5. Yesterday Jan had a fe/ver.

6. Be sure to fo/cus on your homework.

7. See the black spi/der on the wall.

8. The cli/mate is warm in Texas.

9. Father rented the va/cant space.

10. Meet me at the train sta/tion.

11. The little girl wants to ride the po/ny.

12. My teacher told me to be/have.

13. The first syllable in these sentences is: short--long.

Lesson number 4: Important Hornbook Concepts

Object of the lesson: Understanding how hornbook concepts improve spelling & reading.

Note the short sounds of the vowel using Hornbook concepts. Remember ab,eb,ib, ob, ub in the syllabarium? If the vowel precedes the consonant, the vowel is short. Example: the word ab/sent. In the first syllable, ab, the vowel precedes the consonant. The same principle applies to sounds within words. Example: val/en/tine The e precedes the consonant and the sound is short.

Directions:

1. Have children read this lesson silently first, then orally.
2. Explain to the pupils that this rule works about 80% of the time within words.

1. Most children en/joy eating a hot lunch.
2. Did you hear the French ac/cent?
3. The in/sect began to crawl up my pant leg.
4. Did you see Billy hide un/der his desk?
5. The word of/ten is fun to spell because it has a silent letter.
6. I need a key to un/lock the door.
7. During the gold rush, ox/en pulled the wagons.
8. All of the sixth grade had to ex/it at twelve noon.
9. We had to en/ter the room after recess.
10. I left my books in/side my desk.
11. My best friend is named Ed/ward.
12. Yesterday Roger hurt his an/kle.
13. The first syllable in these sentences is: short or long?

Answer Key for Chapter 4
Lsson 1: 1. A 2. A 3. B 4. B 5. A 6. B 7. C 8. B 9. A
Lesson 2: 1. 0 2. A 3. Short, short, long. 4. Short, long, long
5. all short 6. A. 7. B 8. B. 9. True
Lesson 3: 13. Long
Lesson 4: 13. Short

Chapter 5:

Syllabication Exercises For Beginning Readers

Lesson 1: Syllabication of Words

Object of the lesson: Practice in syllabication of words with silent and oral reading

Note: If a student knows the sounds of the letters and syllables and can divide words, (syllabicate) then he or she will automatically know phonics and spelling. Syllabication allows a transfer of learning to take place as the student gets practice seeing if the vowel rules apply to real words. The pupil also notes the exceptions and spells accordingly to what he hears. By knowing the long, short, and silent vowel sounds, he can become an accurate speller and reader provided there is enough proper reinforcement and repetition. Consult your dictionary if you have a question about dividing a particular word.

Directions:

1. The teacher dictates all the spelling words in the left hand column to the pupil.
2. The pupil prints the word on lined newsprint using his best handwriting.
3. He then breaks the word into syllables. Example: re/ mem /ber
4. Next he places the long , short, or silent mark over the vowels.
5. The pupil reads the lesson silently identifying the correct word to be used in context.
6. The pupil reads the sentences to the teacher orally with a good tempo and rhythm.
7. Example: stu/dent- stu slash, long u-----dent short e.

Note: Using this process, almost all pupils can read these selections with ease. If children know their sounds and can spell the words, then reading is an easy task.

1. paper
student The________drank too much water.
total

2. rabbit
puppet The dog is smelling the white _____.
turkey

3.	muffin diet water	She is having a _____ for breakfast
4.	baker silent total	The _____ made some bread in an old oven.
5.	puppy slipper supper	The warm ________drank some milk.
6.	happy baby winter	In ________rain and snow make the streets wet.
7.	Sunday Monday Friday	__________is the first day of the week.
8.	silver apple little	Mother is going to give me a slice of ________pie.
9.	happen notice after	Bill will see you _______ lunch.
10.	muddy insect enter	Be sure to wipe your _______feet on the mat.

11. member
gallop Mary is a _________ of the girl scouts.
hunter

12. robin
ladder John needed the ________to reach the roof.
person

13. tiger
also I saw the _____ at the zoo.
silent

14. listen
penny _____ to the wind blow.
puppy

15. notice
funny Did you _____ the spider on the wall.
beside

16. tiny
began Small is another word for _____.
across

17. better
often He can hit the ball _____ than you.
below

18. often
happen
behind Look _____ the door for your birthday present.

19. baby
began Please feed the _____his bottle.
butter

20. better
beside May I sit _____ you at the picnic?
broken

21. animals
hurry _____ or you will be late.
around

22. funny
upset Did you see the _____ clown?
children

23. bunny
pony The _____ rabbit ate the carrot.
behind

24. crayon
canyon Can I color with my yellow _____?
acorn

25. perfect
enter What a _____ day to ride my bike.
April

26. listen
middle _____ to the wind in the trees.
focus

27. comma
period I pause when I see a _____.
monkey

28. fever
secret Did you see my _____ hiding place?
human

29. pencil
pilot Please sharpen my green _____.
puzzle

30. lady
icy You left your truck on the _____ road.
poet

31.	crazy vacant kettle	Sometimes my pet cat acts _____.
32.	focus happy idol	I hope the _____ clown gets to eat.
33.	paper over baker	Mary reads the _____ in the morning.
34.	spiders plenty total	John saw ten _____ on the wall.
35.	moment ruler rural	A _____ is twelve inches long.
36.	return country cabin	Please _____ my message in the morning.
37.	winter summer spring	The last day of _____ is in March.
38.	ladder apple notice	Can you climb the tall _____?
39.	window ocean table	Do not shut the open _____.
40.	between puppy over	Throw the baseball _____ the roof.

41.	pencil sharpen happy	I broke the lead in my _____.
42.	broken bottle spider	I picked up a _____ splinter of glass.
43.	finger forty wagon	When did you wipe your _____?
44.	content music pretty	Play the _____ softly on the radio.
45.	enjoy picture pilot	Did you _____ your dinner?
46.	pillow chimney farmer	I like to sleep on a soft _____.
47.	open beneath behind	Can you _____ the door?
48.	robin robot dinner	The fat _____ likes to eat worms.
49.	enter nickel little	Please _____ by the back door.
50.	jungle freedom farmer	I saw a snake in the dark _____.

51.	crayon lobster potato	He likes to draw with a ________.
52.	dinner away began	_____ will be ready soon.
53.	little backyard forget	My dog runs all over the ________.
54.	teacher morning rabbit	I have a little white _____.
55.	tractors sudden enjoy	_____ are fun to play with.
56.	danger climate teacher	The _____ is warm in the summer.
57.	notice people cabin	Did you _____ the stop sign?
58.	chimney robin incline	Please do not scare the _____.
59.	funny hidden moving	A _____ girl seems happy.
60.	letter zebra monkey	Be sure to mail the _____.

61.	before number peanut	I like to read _______school.
62.	tutor vacant cabin	He broke the window in the _____ house.
63.	fancy bitter signal	Betty liked the _____ valentine.
64.	slender silver cabin	She ate with a _____ spoon.
65.	lantern better chatter	She read by the light of the _____.
66.	garden chapter children	She loved the purple flowers in the _____.
67.	temper slumber subject	The old man had a bad _____.
68.	gentle secret silver	The teacher has a _____ way of talking.
69.	behave alike alone	Please train your pet to _____?
70.	dislike unsafe relax	Do you _____ eating carrots?

71.	rebuild remind admit	_____ John to study his spelling.
72.	prepare behold neglect	_____ your homework every day.
73.	forty final bubble	My teacher is about _____ years old.
74.	Sunday April almost	_____ is a day of rest.
75.	today picture sentence	Can I hang my _____ on the wall?
76.	truthful pacific blameless	Boy Scouts are usually _____.
77.	workshop outlaw dugout	The _____ robbed a bank.
78.	bundle saddle cannot	He placed the _____ on the horse.
79.	later lettuce cabbage	Please call me on the telephone _____.
80.	dollar cotton ribbon	She put a _____ in her hair.

81.	butter letter pepper	Put some yellow _____ on my bread.
82.	pattern crying rainy	Today is a _____ day.
83.	empty October tulip	The _____ nest is in the tree.
84.	bandit rubber puppy	I want a _____ for my birthday.
85.	open frozen pebble	Can you walk across the _____lake?
86.	finger potato forty	I want a hot _____.
87.	sugar tomato breakfast	The _____ plant needs water.
88.	garden stolen marble	The bicycle was _____ last night.
89.	taken doctor castle	The _____ heals the sick.
90.	turnip rabbit turtle	The _____ ran fast.

91.	beetle chimney buffalo	Smoke came from the _____.
92.	forest seashore ocean	The deer lived in the _____.
93.	silent turtle number	The dog barked at the _____.
94.	music donkey away	Pin the tail on the ________.
95.	paper absent purple	The _____ came early in the morning.
96.	tiger carrot hotel	Did you bake the _____cake?
97.	July winter April	The fourth of ________ is a holiday.
98.	servant basket farmer	Hide the _____ behind the bush.
99.	football farmer baseball	The _____ had fresh milk for dinner.
100.	circle sofa number	Joan sat on the new _____.

101, famous
July Did you see the ________soccer player?
ticket

102. leader
polite The _____ boy had fun at his sister's party.
forget

103. turnip
letter A _____ is a vegetable.
pretend

104. hotel
writer I would like to stay in the _____.
climate

105. narrow
teacher John wanted to walk the _____ path.
sudden

106. rubber
peaches Please pass me a dish of _____ .
famous

107. wiggle
tennis Watch the worm _____ on the hook.
candy

108. complete
helpless Be sure to _____ your homework after dinner.
robin

109. pumpkin
tomato You can see the orange _____ at Halloween.
apple

110. winter
printer The _____ night seemed dark and gloomy.
ticket

111.	shovel basket perfect	Rosa stuck her _____ into the ground.
112.	garden tomato flower	Joan wants to spade her _____.
113.	quickly decade silent	We were riding _____ down the trail.
114.	perfect proper pebble	The apples in this plate are _____.
115.	observe pretend basket	He may __________television for one hour.
116.	jiggle heading parrot	Please do not _____ the table.
117.	muscle sprinkle confuse	Jan wants to_____ some sugar on my cereal.
118.	passenger tomato prayer	He is a _____ on the airplane.
119.	napkin garbage oranges	Please fold the _____ properly.
120.	microscope decoration wonderful	He received a _____ for bravery.

121.	valentine farmer blanket	There is a _____ in the mailbox.
122.	plumber puppy perfect	The _____ charged seventy dollars.
123.	remark garden forget	Did you _____ the title of the new book?
124.	primary enjoy satisfy	Susan entered _____ school when she was five.
125.	vegetables turtle chimney	She ate _____ for lunch yesterday.
126.	donkey companion ocean	That young _____ is very stubborn.
127.	season reason forest	The fall _____ begins in September.
128	willow stolen often	The ________trees shed its leaves in the fall.
129.	listener lemonade spoken	A good _____ hears every word.
130.	vacation bulletin seashore	Be sure to read the _____ board.

131.	responsibility tomorrow yesterday	It is not my _________to wash the car.
132.	canoe woods vacation	Are you going to upset the _____?
133.	volcano tomato speller	We walked to the top of the _____.
134.	valentine wonderful September	Your handwriting is _____.
135.	famous chipmunk shovel	The _____ needs to be fed.
136.	station interesting syllable	Your ___________story makes good reading.
137.	defined fishing divided	Most children like ______at the lake
138.	apartment message farmer	I live in a beautiful _____.
139.	hatchet handle around	The ax has a long _____.
140.	still moving second	I keep my head _____ when I read.

141.	word bottle animal	I try not to read word for _____.
142.	signal bunches manner	Bananas come in bunches. John reads words in _____.
143.	tennis alfalfa hungry	He hit a _____ ball over the net.
144.	uniform alligator develop	I wear my school _____ every day.
145.	introduce replace evaporate	Please _____ me to your mother.
146.	cucumber painful October	The cool green _____ tastes good.
147.	November focus summer	_____ is the eleventh month of the year.
148.	incomplete August weather	I received an _____ grade in spelling.
149.	preparation January spring	_____ is the first month of the year.
150.	forest monkey eleven	The _____ fell from the large tree.

151.	question remember pumpkin	Did you buy the _____pie?
152.	Monday wrong yellow	___________ is the first day of the week.
153.	picture mountain music	Can you climb that large _____?
154.	market wonder only	There is _____ one lemonade left.
155.	flower garden elephant	Can you smell the pretty _____?
156.	breakfast sweet clothes	We ate our _____ in the morning.
157.	letter station elephant	I wrote a _____ to my teacher.
158.	Indian vegetation oranges	Buffaloes like to eat green ___________.
159.	watermelon laughter friendly	_____ tastes good on a hot day.
160.	plumber rooster Tuesday	The big _____ crows at dawn.

161. pudding
pulling
sugar
Please give me a _____ cone.

162. water
cleaner
safer
My hands are _____ than yours.

163. sister
thistle
inside
Put the dog _____ the dog house.

164. breakfast
baseball
window
Can you see out of that dirty ________?

165. skateboard
bedroom
worker
The _____ does not belong at school.

166. afraid
alike
playhouse
Are you _____ of the dark?

167. valentine
playpen
splinter
A _____ has a special meaning in February.

168. sudden
until
family
I cannot wait _____ tomorrow.

169. stopped
bicycle
candy
I gave my sweetheart a box of _____.

170. market
forgot
furniture
I went to the _____ store to purchase a table.

171. ladder
lantern
bakery
We bought fresh bread at the _____.

172. study
number
ground
What _____ is on the back of your jacket?

173. yellow
crayon
Sunday
My _____ is about five inches long.

174. yesterday
because
before
__________ I forgot my homework.

175. ocean
bakery
himself
We went fishing in the _____.

176. enormous
improbable
lightning
The _____ struck the tall branch of the tree.

177. moonlight
children
depend
We heard the _____ playing in the yard.

178. factory
turnip
broken
Please get a _____ from the garden.

179. necklace
music
thinning
I like to hear _____ on the radio.

180. forty
sticky
lucky
The rain fell _____ days and nights.

181.	*yesterday* nervous student	I forgot that _______ was Saturday.
182.	tomato pretty moment	A _____ is good in a salad.
183.	dampen sharpen garden	The _____ has some pretty flowers.
184.	dozen color monkey	Purchase me a _____ roses.
185.	whisper whistle weather	__________ the secret in my ear.
186.	children woman oxen	Your _____ will soon be in school.
187.	cactus honest question	He sat on the sharp _____.
188.	lonely slowly beside	The rope moved _____ in the wind.
189.	beneath behave unkind	The boat sank _____ the waves.
190.	unknown button indoor	Please _____ my coat.

191.	begin swallow pillow	Don't hit your sister with the _____.
192.	partner preview before	I would like to _____ the movie.
193.	swollen mistake bitten	His leg remained _____.
194.	disease frozen driven	The _____ ice cream lay on the floor.
195.	peaceful armful thickness	He carried an _____ of wood.
196.	gravel orchestra bacon	The yellow gold remained in the _____.
197.	cotton corset corncob	She wore a white _____ dress.
198.	fable falcon favorite	My _____ book is Treasure Island.
199.	Florida football gamble	_____ is in the southern part of the U.S.
200.	educate eclipse other	I want to see the _____ of the moon.

201	balance baloney barley	She lost her _____ and fell.
202.	discover famous leader	When did they _____ the leaky pipe?
203.	enormous hatchet candy	He has an _____ responsibility.
204.	scientific message string	We planned many _____ experiments.
205.	Alberta countless animal	The farmer planted _____ rows of corn.
206.	wonderful message bottle	She had a _____ time at the dance.
207.	vicious story bananas	A _____ tiger leaped at the deer.
208.	replace watermelon oranges	I want to _____ my damaged sink.
209.	reptile insect mammal	A snake is a member of the _____ family.
210	acorn slender children	An oak tree grows from a small _______.

211.	*weather* subject unsafe	The _____ report is on the radio.
212.	castle explore musician	The king lived in an ancient _____.
213.	discover behave neglect	Did Columbus _____ the new world?
214.	fountain carrot pasture	The large brown cow ate the orange _____.
215.	purple neglect banana	Paint the sky _____, red, and blue.
216.	grateful often thirty	The politician felt _____ to the voters.
217.	often swollen rhythm	The "t" in the word _____ is silent.
218.	stubble ruble flounder	The _____ is a flat fish.
219.	migrate hesitate bicycle	Deer begin to _____ in the fall.
220.	plentiful afternoon entertain	We will play golf in the _________

221.	cactus locust garden	A _____ plant has sharp spines.
222.	parachute eleven December	The pilot lost his _____.
223.	metal Indian tomato	The _____ rod held the aerial.
224.	camel Labrador laughing	The desert _____ has long legs.
225.	donkey sweetish elephant	The _____ is a very large animal.
226.	September model wonder	It's a long time from May until _____.
227.	wisdom opportunity garden	The young man showed great _____.
228.	puppet practice practical	We can have him _____ his tennis stroke.
229.	introduce afraid consistent	Please _____ me to your mother.
230.	medical doctor accident	Did you pass your _____ examination?

231.	lemon cucumber volcano	Mt. Lassen is a California _____.
232.	citrus turnip yesterday	A yellow lemon is a _____ fruit.
233.	confident letters capital	Are you _____ when you take a test?
234.	gasoline gentle torpedo	My automobile runs on _____.
235.	oxen canoe cardinal	The _____ pulled the wagon train.
236.	glider arithmetic clutter	The _____ flew at 3000 feet.
237.	articulation temperature possibility	Your _____ of words is excellent.
238.	pecan contaminate alone	Let's eat an imaginary _____ pie.
239.	horizontal protest because	The animal lay in a _____ position.
240.	satisfaction perfect congratulations	Reading correctly gives me _____.

241.	rumble thirty introduction	John could hear the _____ of the train.
242.	nineteenth information slider	The baseball pitcher threw a _____.
243.	mediate platter flavor	The _____ held strawberry ice cream.
244.	escalator about fashion	Call me _____ ten tomorrow morning.
245.	carpet latitude solitude	Persian rugs make a beautiful _____.
246.	Neptune nervous neighbor	Your looking at me makes me _____.
247.	puzzle special operate	Tomorrow is a _____ day for me.
248.	weather pretend network	This week the _____ is going to be dry.
249.	divide Panama recognize	The teacher did not _____ you.
250.	robber carpenter shadow	The _____ wore a black mask.

251. butterfly
laziness
primary
See the black and yellow _____.

252. calendar
calico
positive
Put your important dates on the new _____.

253. mosquito
dictator
fascinate
The _____ has a sharp sting.

254. plentiful
permission
equator
Fruit is _____ in July.

255. pedigree
luxury
circumstance
My cocker spaniel has a _____.

256. opponent
vertical
arrival
The _____ of summer is not far away.

257. diploma
victory
expensive
Jose received his high school _____.

258. provide
terminate
assembly
The _____ will be held tomorrow.

259. muskrat
probable
irrigate
The _____ lives near the small stream.

260. umbrella
demolish
destitute
The _____ should shield the rain.

261.	pacific tobacco graduate	_____ is not good for you.
262.	embarrass indirect sensible	Are you trying to _____ me?
263.	delicacy tributary servitude	The Yuba River is a _____ of the Sacramento River.
264.	consonant vowel hyphen	A _____ is a short mark between letters.
265.	photograph uniform powder	Would you please sign your _____?
266.	incomprehensible turkey eagle	The message was ___________.
267.	practical notorious weakness	Typing is a very _____ subject.
268.	victorious telephone demonstrate	I will call you on the _____ next week.
269.	discovery pumpkin congratulations	John bought a _____ in October.
270.	fireworks enormity romantic	Jane likes to read _____ novels.

271.	immediate rustle admissible	He could feel the _____force of the wind.
272.	certificate eligible shallow	Be sure to give me your __________of birth.
273.	revocable October vacation	Have you completed your _____?
274.	saturate sample preferable	Please give me a _____ time to see you.
275.	deliberate conformity message	Did you deliver the _____?
276.	accelerate acorns articulate	The California Indians liked _____
277.	accident invisible citrus	I love _____ fruit for breakfast.
278.	vacation clamshell cucumber	I'm taking my _____ in July.
279.	dandelion changing pardon	The prisoner received a _____.
280.	challenge chapel thousand	I saw the _____ in the moonlight.

281.	temperature cockroach medium	I would like my steak _____ rare.
282.	valuable connect confuse	Please _____ the garden hose.
283.	poppy contemporary hospital	Pick the golden yellow _____.
284.	inflammatory remark considerable	Did you hear your mother's _____?
285.	derogatory considerable delicious	Be sure to taste the _____ peach.
286.	signature recently deleted	Put your _____ on the third line.
287.	crocodile alligator picker	Tom is a cherry _____ during the summer.
288.	teepee instruction complain	The Crow Indians lived in a _____.
289.	ankle elbow tenfold	The _____ is attached to the leg.
290.	discover tourist tornado	Did you _____ gold in your creek?

291.	hurricane torrent importance	The _____ winds came in November.
292.	secondary umbrella vacation	I want to go on a summer _____.
293.	spelling arithmetic reading	I learned my sounds through _____.
294.	temptation destroyer profitable	The Navy _____ was lost at sea.
295.	marine dictionary national	Look up all unknown words in the __________
296.	torpedo triplex afternoon	The _____ sank the destroyer.
297.	advisor formidable declare	The _____ of the group left for home.
298.	respectful reversible electric	Tom has an _____ alarm clock.
299.	motionless expensive cardinal	John wanted to buy the _______watch.
300.	potatoes cucumber relish	I like _____ on my hot-dog.

301.	introduce eager delightful	Our friend wanted to _______ you.
302.	hamburger alligator donkey	We watched the ________ in the water.
303.	character human yesterday	_____ seemed like a cold day.
304.	messenger arrow medicine	The _____ hit the target.
305.	understand indirect dramatic	Do you _____ the question?
306.	periods remember commas	Be sure to stop at _____ when reading.
307.	ornament pause excitement	I _____ at all commas.
308.	word confidence improvise	I try not to read word by _____.
309.	phrases surrender silently	I read in _____ or thought groups.
310.	guessing remains marvelous	Try to eliminate _____ while reading.

311.	information head introduction	Do you move your _____ while reading?
312.	rhythm carpet understand	I read with a good _____
313.	contaminate calculate harpoon	Do not ______ the water.
314.	confidence prudence graceful	______ is a result of successful practice.
315.	monument book position	A good friend is a good ______.
316.	head information brain	My ______ remains motionless while reading.
317.	cigar lips elbow	I read with my eyes, not with my ______.
318.	enjoy delightful polite	I ______ reading funny books.
319.	mistakes pavement introduce	I try not to make ______ when I read.
320.	capital difficult department	______ words are now easy for me.

321 improvement John showed much _____ in reading.
dictionary
sunlight

322 syllable __________ is another word for sound.
consonant
vowel

Chapter 6:

Basic Skill Review In Beginning Reading Fundamentals

Object of this chapter To review basic reading fundamentals

Note: Please note that all the exercises in this chapter must be read silently by the pupil and then read orally to the examiner.
This chapter is a review of fundamental skills already presented. At the end there is a final test to check on the student's knowledge. Be sure to review any previous exercise when necessary.

Lesson 1: Understanding Vowel Concept

Object of the lesson: To over learn vowel concepts
Note: When word parts are known, the most complex whole appears simple.

Directions:
1. Have the student read the exercises silently selecting the correct answer.
2. Pupil then reads the exercise orally to the examiner.

1. There are ______ letters in the alphabet.
    a. thirty b. twenty-six.

2. Five letters, a, e, i, o, u, and sometimes y are called ______.
    a. vowels b. consonants

3. The other twenty-one letters are called ______.
    a. consonants b. vowels

4. Vowels have two sounds, long and short. Within words, sounds are heard in ________.
    a. in books b. syllables

5. The nonsense syllables ba, be, bi, bo, bu, all have _____sounds
    a. short b. long

6. Examples of ______sounds are: a as in ate. I as in ice; e as in eat.
    a. long b. short

7. When a vowel says its own name, the vowel has the ______sound. A. long b. short

8. Nonsense syllables ab,eb, ib, ob, ub, all have _______sounds.
 a. long b. short

9. Examples of _______sounds are: a as after; e as end; I as in; o as on; and u as up.
 a. long b. short

10. Another word for syllable is ________.
 a. consonant b. sound

11. Look at the vowel in the nonsense words bab, beb, bib.
 The vowel in the middle of the word has a _______sound.
 b. long b. short

12. When the vowel is between two consonants, it usually has
 the ______sound.
 a. short b. long

13. Look at the word boat. The first vowel is _______.
 a. long b. short

14. Again look at the word boat. The second vowel is ______.
 a. short b. long c. silent

15. Say the word pine. The first vowel is _______.
 a. short b. long

16. Say the word pine. The last vowel is _______.
 a. long b. short c. silent

17. Look at the word begin. The first vowel e is ________.
 a. short b. long

18. Say the word absent. The first vowel a is __________.
 a. long b. short

19. To speak clearly, one must pronounce all beginning and ending _______
 a. sentences b. consonants

20. Most words have long or short ________.
 a. vowels b. sentences

Lesson 2: Supplementary Exercises that Reinforce the Learning of Sounds

Object of the lesson: Hearing and seeing vowel sounds. Articulation of the short a.

Directions:

1. Ask the pupil, what is the short sound of "a"? A as in apple? All of the sentences are to be read silently first, then orally. Stress pronouncing the beginning and ending consonants and the correct vowel sounds.

1. I will put the corn in this _____.
   a. bag b. tray
2. Sue had a _______ on her leg.
   a. bandage b. mole
3. Jerry saw only one ______ on the road.
   a. man b. chicken
4. John asked me to ______ school.
   a. drive b. dancing
5. Bill wanted to wave the ______.
   a. flag b. stick.
6. Joan put a ____in her shoe.
   a. mouse b. pad
7. ______my bags for the long trip.
   a. get b. pack
8. Kelly wants to ______the rat.
   a. trap b. pet
9. Mother wants me to eat the ______.
   a. toad b. apple
10. The dirty _____ ate the cheese.
    a. rat. b. dog.

Lesson 3: Articulation of Short E
Hearing and Seeing Vowel Sounds

Object of the lesson: Articulation of the short E
Directions:
1. Ask the pupil, what is the sound of the short "e"? E as in egg?
2. The same as lesson 2.

1. Please order me a fried ______ sandwich.
   a. egg   b. tuna

2. I like to write with a _____.
   a. pen   b. stick

3. Please get me some water from the ______.
   a. hose   b. well

4. Tom hit the ball over the ______.
   a. net   b. sink

5. The rooster did not crow at _______.
   a. dawn   b. ten

6. The hot sun made the snow. ______.
   a. melt   b. orange

7. The lazy dog does not have much _____.
   a. pep   b. fur

8. Lewis and Clark discovered the _____.
   a. east   b. west

9. Sometimes my dog can be a _____.
   a. pal   b. pest

10. That man has a _____face.
    a. cut   b. red

Lesson 4: Articulation of Short O
Hearing and Seeing Vowel Sounds

Object of the lesson: Knowing the sound of the short O

Directions:

1. Ask the student, what is the sound of the short vowel "o"? O as in Octopus?
2. The same as lesson 2.

1. Mary threw the _____ thirty feet.
a. rock b. apple

2. Bill wants to ___ the fire wood.
light b. chop

3. An ________ lives in the ocean.
a. shark b. octopus

4. The bear licked his _____.
a. paws b. chops

5. Brian _______ on the door of the house.
a. knocked b. kicked

6. Bill had to _____ the floor.
a. clean b. mop

7. I cannot see far in the ______.
a. dark b. fog

8. There are many seeds in the _____.
a. plant b. pod

9. Mother hung some curtains on the _____
a. rod b. wall

10. Can you count some ______ numbers?
a. odd b. big

11. The chipmunk sat on the ____.
a. table b. log

Lesson 5: Articulation of Short U
Hearing and Seeing Vowel Sounds

Object of the lesson: Over learning vowel sounds

Directions:

1. Ask the pupil, what is the sound of the short vowel "u"? U as in umbrella?
2. The same as lesson 2.

1. Pigs like to play in the _____.
   a. water b. mud

2. Please wash Fido in the ______.
   a. tub b. sink

3. Hot water and soapy _____ will clean my socks.
   a. apples b. suds

4. John filled the _____ with cool water.
   a. can b. tub

5. The little boy liked to beat on the ______.
   a. wall b. drum

6. Please do not feed the tame ______.
   a. bears b. ducks

7. Turtles are often found in _____.
   a. sand b. mud

8. The bear _____ has soft, brown, fur.
   a. cub b. father

9. Cows like to chew their ______.
   a. cud b. food

10. Jim ____ his finger on the sharp knife.
    a. cut b. ran

11. I would like a _____ of water.
    a. cup b. drink

Lesson 6: Articulation of Short I
Hearing and Seeing Vowel Sounds

Object of the lesson: Over learning vowel sounds
Directions:

1. Ask the pupil, what is the sound of the short "I"? I as in Indian?
2. The same as lesson 2.

1. The thin boy ate the prime _____roast.
   a. rib   b. whole

2. Sally stuck a ____in the donkey.
   a. pin   b. fork

3. You can _____my ice cream cone.
   a. lick   b. eat

4. Boys like to play _____ the rope.
   a. with   b. jump

5. Can you _____across the lake?
   a. run   b. swim

6. This _______ is not very steep.
   a. road   b. hill

7. Tom _____behind the oak tree.
   a. peeked   b. hid

8. There was a cold _____over the lake
   a. mist   b. cloud

9. Sid _____his lip with his tooth.
   a. cut   b. bit

10. The old man dug a deep ______ in the hard ground.
    a. pit   b. hole

11. John hurt his _______playing baseball.
    a. back   b. hip

Lesson 7: Articulation of Short A Vowel Sounds

Object of the lesson: Over learning vowel sounds

Directions:

1. Ask the pupil, what is the short sound of "a"? A as in apple? All of the sentences are to be read silently first, then orally. Stress pronouncing the beginning and ending consonants and the correct sound.

1. Have you met my brother Dan?
2. Jim ate faster than Sally.
3. Did you see the gap in the fence?
4. The tail of the kite began to flap.
5. Please dab some paint on my paper.
6. Jill ate some fresh crab.
7. The water in the sink smelled bad.
8. We are glad to see you.
9. Mary put her candy in the bag.
10. The clam has a hard shell.
11. Raymond swam across the river.
12. My mother makes a good apple pie.
13. The bear caught his foot in a trap.
14. The map of California is in the den.

Lesson 8: Articulation of Short U
Hearing and Seeing Vowel Sounds

Object of the lesson: Over learning vowel sounds
Directions:

1. Ask the pupil, what is the short sound of "u"? U as in umbrella?
2. Pupil read silently first, then orally to the examiner.

1. I think reading is fun.

2. Did you shun your friend?

3. I like to eat some nuts.

4. Jim did not shut the door.

5. The teacher put water in the tub.

6. John planted the dark green shrub.

7. The cow began to chew her cud.

8. Bill did not hear the loud thud.

9. I want to paint the little brown jug.

10. Please put a plug in the mouse hole.

11. Quack, quack said the mother duck.

12. Jose wore his medal for good luck.

13. Mary had a bump on her head.

14. Dad had to take the garbage to the dump.

15 Raymond would like a stick of gum.

Lesson 9: Articulation of Short E
Hearing and Seeing Vowel Sounds

Object of the lesson: Over learning vowel sounds
Directions:

1. Ask the pupil, what is the sound of the short vowel "e? E as in egg?
2. Pupil reads silently first, then orally to the examiner.

1. The men chased the rabbit.

2. Then rhymes with when.

3. Carol waved a red flag.

4. Snakes shed their skins.

5. My dog will beg for a cookie.

6. Mary made a short hem for her dress.

7. Can you see them from here?

8. The sailor stood on the deck of the ship.

9. The girl saw a car wreck at main street.

10. I got a new chess set for my birthday.

11. I hope my mother will get me a puppy.

12. Bret is the name of the new boy.

13. Jill got a pet rabbit for her birthday.

14. My bother Clem lives in the West.

15. Recess is over when the bell rings.

Lesson 10: Articulation of Short I
Hearing and Seeing Vowel Sounds

Object of the lesson: Over learning vowel sounds
Directions:

1. Ask the pupil, what is the short sound of "I"? I as in Indian?
2. Pupil reads silently, then orally to the examiner.

1. The fish has a small fin.

2. Tom bumped his shin playing soccer.

3. I will dip my cup into the water.

4. Ron tried to flip the coin.

5. Carol hid her key under the door mat.

6. My sister slid into second base.

7. We did not hear the swish of the broom.

8. Bill was able to lick the ice cream cone.

9. The soup was hot and thick.

10. Tom stuck his finger on the sharp pin.

11. The young man has a large chin.

12. Mary did not want to swim in the cold lake.

13. Can you sing this song in a fast tempo?

14. John dug his pick into the hard ground.

15. There are many swift runners on the track team.

Lesson 11: Articulation of Short O
Hearing and Seeing Vowel Sounds

Object of the lesson: Over learning vowel sounds
Directions:
  1. Ask the pupil, what is the short sound of "o"? O as in octopus?
  2. Read silently first, then orally to the examiner.

1. Please heat the pot of chicken stew.
2. The horse ran at a fast trot.
3. The chipmunk sat on the log.
4. The snake ate the green frog.
5. The ship landed at the dock.
6. Melba looked at the clock.
7. There was a large mob by the jail.
8. See the blob of ink on the paper
9. Jan likes to run and hop.
10. Jane likes to shop at the market.
11. Do you know a boy named Bob?
12. Can you shod the donkey?
13. All cars have to stop at the red light.
14. Jim wanted to buy a key for his lock.
15. The baseball made a hole in the window.

Lesson 12: Mixed Short Vowel Sounds

Object of the lesson: To differentiate short sound of vowels

Directions:

1. Pupil reads silently first, then orally naming the vowel sound.
2. Ask pupil what sound he hears? Pupil is to name the short vowel sound.

1. Bill wanted to _____ the pile of wood.
   a. chip b. chop 3. chap

2. Would you please buy me a _____ of popcorn?
   a. bag b. log c. list

3. Dad has a _____ for his wood in back of the house.
   a. check b. shed c. sock

4. A _____ of grapes tastes good on a warm day.
   a. peck b. bunch c. dress

5. Jill sat on the wooden _____ in the park.
   a. flock b. bench c. sing

6. Bill got up at dawn to feed the baby _____.
   a. chick b. lump c. camp

7. Be careful not to sit on the _____ paint.
   a. hen b. rash c. wet

8. Did John catch any _____ in the lake?
   a. worms b. fish c. camp

9. Are you going to _____ your bag for the trip?
   a. pack b. clip c. swim

10. Bill began to _____ the boat.
    a. sock b. fish c. rock

11. Raymond saw the large _____ on the fish.
    a. fin b. test c. dress

12. Did you see my dog _____ the ball?
    a. catch b. think c. bend

Lesson 13: Articulation of Double Vowel Words

Object of the lesson: To understand that spelling rules are reading rules

Note: Some examples of double vowel sounds are: ea,ee,oa,ai. Concept: If two vowels are together, the first vowel is long and the second vowel is silent.

Directions: Have the pupil read silently first, then orally to the examiner

1. meat That frog can _____five feet.
beat
leap

2. reap John could feel the _____from the fire.
seat
heat

3. peat Joan had _____handwriting.
neat
seal

4. beet The _____has a dark red color.
feet
beep

5. teen Do you want me to _____the apple?
peel
seen

6. peep The old dog can _____the bone . .
seep
keep

7. roam There is _____on the top of the glass.
foam
loam

8. boat He wore his old _____to school
coat
goat

9. Joan Jim can get a _____from the bank.
moan
loan

10. pain Last night I heard the _____on the roof.
rain
gain

11. laid The hen _____two eggs.
pail
gain

12. raid Did you feel a sharp_____ on your foot?
pain
Gail

Lesson 14: The Magic E Concept
Long Vowel Sounds

Object of the lesson: Learning the magic "E" rule
Note: The silent E at the end of the word makes the first vowel long. Example: pine, fine, hope, rope, Jane, same etc.
Directions:
All sentences are to be read silently first, then orally to the examiner.

1. bake Jill wants to _____ a pie.
cake
lake

2. sake Did you see the _____ on the horse?
mane
vane

3. same Jill has a sister named _____.
Jane
lane

4. hope Bob wanted to coil the _____.
Lope
rope

5. woke John's dog likes to _____ the hills.
rove
rote

6. bone Mother wrote a _____ to the teacher.
note
cone

7. fine The Sugar _____ is a large tree.
Pine
made

8. mine I would rather have brown _____
rice
lime

9. dike Ann rode her ten speed _____ to school.
like
bike

10. tube There is a _____inside the tire.
patch
rube

11. cube The doctor saw the _____ hospital.
huge
jute

12. cute I would like to take home the ______puppy
dude
nude

Lesson 15: Articulation of Special Sounds R and L

Object of the lesson : Understanding special sounds

Note: Whenever the consonants R or L is next to the vowel, a special sound is heard. As the sound is not long, it will be called short. A curved line ~ is placed over the vowel.

Directions: Student reads silently first, then orally to the examiner.

1. Start the motor on the automobile.
2. Park the car on the hill.
3. I like a sharp pencil.
4. The fox is a smart animal.
5. The owl flew into the barn.
6. The green fern grows in a cool spot.
7. Can you see a germ?
8. The herd of buffalo can run fast.
9. Her name is Mary.
10. A thief is a bad person.
11. The dog began to snarl.
12. Tom has a curl in his hair.
13. The squirrel climbed the tree.
14. The girl has golden hair.
15. Do you think Jane is a flirt?
16. The fir tree has green needles.
17. Bill wore a white shirt.
18. Did you see the birth of the kitten?
19. I do not like dirty nails.
20. The giraffe is a tall animal.
21. I like fried pork chops.
22. Sam likes to walk to work.

23. Can you spell the word boy?
24. How much is your watch worth?
25. The red robin caught the fat worm.
26. Did you see the balloon burst?
27. Can you turn around in a circle?
28. Did you burn the whole wheat toast?
29. The seal has soft dark fur.
30. Joan hurt her arm on the slide.

Lesson 16: Knowledge of Irregular or Varient Sounds

Object of the lesson: Understanding irregular sounds
Note: There are many words that do not agree with the vowel rules. Let's examine some of their sounds:

Pronounce coin, spoil, noise, voice, boy, toy, and Roy. Note the "oy" in boy sounds like the "oi" in coin.
Directions: The students reads silently first, then orally to the examiner.

1. The boy found the coin on the street.
2. Roy heard his mother's voice.
3. Bill was afraid his candy toy might spoil.

Pronounce bowl, blowing, and glow. Note that the vowel "o" is long even though it is surrounded by two consonants.
By listening carefully to the sounds of the vowel you have a good chance of spelling the word correctly.

1. Mary wanted to eat the bowl of apples.

2. The tall tree is blowing in the wind.

3. The campers felt the warm glow of the fire.

Note that the following double vowel words do not have the long sound. Remember the vowel rule, if two vowels are together, the first vowel is long and the second vowel is silent? The sounds of these words differ. They do not agree with this rule.

Pronounce moon, soon, cook, book, boot, and root. If you listen carefully to the pronunciation, you should be able to spell and read the words.

1. The moon is not made of green cheese.

2. Baseball season will begin soon.

3. My spelling book is in my desk.

4. Tim learned to cook from his mother.

5. Mary lost her rain boot.

6. The root of the pine tree is very long.

Lesson 17: Articulation of Variant Sounds

Object of the lesson: Understanding variant sounds.
Note: Basic vowel rules do not apply to the following words: As the vowels do not have the long song, they will be called short.

Directions: Pupil read silently, then orally to the examiner.

1. Tom wrote with a short pencil.
2. The tree is on the North slope.
3. The horse ran at a fast pace.
4. He lit the torch with a match.
5. Jim heard the howl of the wolf.
6. The straw hat kept Bill's head cool.
7. The large bomb made a loud sound.
8. Mary saw a proud look on her mother's face.
9. Crazy Horse was a famous Indian scout.
10. Tom saw the light of the full moon.
11. A new broom sweeps clean.
12. Mother is a very good cook.
13. The white goose flew from Canada.
14. The small boy rode the new bike.
15. Bill wanted to buy a toy for his sister.
16. The coin was worth ten cents.
17. Father wants to boil a chicken egg.
18. The deer meat began to spoil.
19. Dad had Bill mow and water the lawn.
20. David tried not to yawn.

Lesson 18: Articulation of Prefixes

Object of the lesson: to recognize that some words have parts

Note: A prefix is a part added to a root word. Example: The root word is develop. The prefix un means not or negative.. The word undeveloped means not developed. The word undecided means not decided.

Directions: Pupil reads silently, then orally to the examiner.

1. The snake began to uncoil.
2. To the man made an unkind remark.
3. The prefix re means back or again.
4. Can you rerun the movie?
5. I will retrain you.
6. The prefix in means not.
7. Jim wrote an incorrect spelling of the word baby.
8. Some animals are almost invisible in the forest.
9. The prefix dis means not, reversal or undoing.
10. Mary dislikes ugly snakes.
11. Please discontinue the spelling lesson.
12. The prefix comes before or after the root word?

    a. after b. before

Lesson 19: Articulation of Suffixes

Object of the lesson: To recognize that some words have parts

Note: A suffix is a part added to the end of the root word. s, ed, er, ful, less, ness, ly, est, and y are all suffixes. Example: In the first sentence, the letter s is added to the root word play.

Directions: Pupil read silently, then orally to the examiner

1. John plays in his own backyard.
2. John played there yesterday.
3. Jim wants to be a football player.
4. Mary has a playful kitten.
5. Jane is not often careless about her handwriting.
6. The flower has a yellowish bloom.
7. Her gift brought much happiness.
8. How quickly can you run down the hill?
9. Daniel ran the fastest fifty yard dash.
10. There is dirty water in the sink.
11. In viewing suffixes, one must examine _____of words.
12. a. beginnings b. parts
13. The suffix comes before or after the root word?

    a. before b. after

Lesson 20: Identifying Long & Short Vowel Sounds Within Words

Object of the lesson: Identifying Long and short vowels
Directions: Have the pupil read silently to find the answer, then orally naming the long or short sound.

1. See the bl___and yellow butterfly.
   a.eck b. ick c. ack d. ord

2. John sh___ much improvement in reading.
   a.ant b. owed c. ent d. tain

3. Jane drew a small cir___
   a.cle b. us c. ob d. tain

4. Boy sc___ usually tell the truth.
   a.ants b. unks c. outs d. ents

5. Can you tr_____ your pet dog to behave?
   a.ess b. ain c. ip d. en

6. I saw a sn_____ in the dark jungle.
   a. ake b. end c. ock d. ian

7. Play the soft mu_____ on the radio.
   a.sic b. ak c. ich d. et

8. What a per_____ day to ride my bike.
   a.sin b. fect c. son d. fim

9. Will your new hat sh____ your face?
   a.ut b. ill c. ade d. ip

10. The ba_____ made some bread in the hot oven.
    a. ker b. con c. sil d. by

11. The win_____ rain made the streets wet.
a. som b. ner c. ter d. on

12. The red roses began to bl_____
a.ock b.oom c. urb. d. ed

13. Please cut me a sl_____ of pie.
a. ick b. ice c. oosh d. ick

14. At _____ve o'clock the sun began to rise over the hills.
a. fi b. ser c. do

15. Please order me a plate of ba_____ and eggs.
a. ffle b. ttle c. con d. tter

16. Mother wants to or_____ some lunch.
a.er b.der c. ter

17. The word of_____ has a silent letter.
a. ten b. ben c. on d. an

18. Be sure not to stum_____ on the stairs.
a. ach b. ble c. bron

19. John is a mem_____ of the tennis team.
a. tion b. der c. ber

20. Are you going to the sur____ party for the teacher?
a. round b. face c. prise

21. Bill forgot to num____ his paper.
a. ber b. per c. ion

22. There is a large ti____ in his cage at the zoo
a. on b. ger c.gor

23. Jane shot her arrow towards the middle of the tar____
a. pet. b. get c. pon

24. Robert lived in a very warm cli_____.
a. mate b. pon c. mite

25. Are you and Bill going to stay in the large ho___?
a. ver b. ber c. tel .

26. Bill and May will be ab_____ from class next Tuesday.
a. sent b. sant c. cint

27. I would like a tu_____ sandwich on whole wheat bread.
a. ber b. na c. bra

28. Jan is a very nice per_____.
a.san b. son c. sen

29. Jack smelled _____ke from the forest fire.
a. ake b. ock c. smo

30. Can you hit the tennis ball o_____ the net?
a. ver b. oct c. can

Lesson 21: Spelling-Phonics Concepts

Object of the lesson: Improving spelling-reading
Note: In many one syllable words, if the suffix ed, ing, er, y are added, the last consonant is doubled. Example: add suffix ing to dig.-digging

Directions: Pupil reads lesson silently, then orally to the examiner

1. Bill is dig/ging the well.
2. Ann trip/ped over the carpet.
3. Sally clap/ped to the the music.
4. The swim/mer is dripping wet
5. Father chop/ped the log in half.
6. The clown is grin/ning at me.
7. Did you hear the corn pop/ping?
8. The cat pop/ped the balloon.
9. Dad/dy read me a fairy story.
10. My pup/py is soft and warm.
11. If I add ing to run, the correct spelling is:
12. runing b. running
13. If I add ed to bat the correct spelling is:

    a. batted b. bated

Lesson 22: Oral Recognition of Correct Vowel Sounds

Object of the lesson: Practice in recognizing long and short vowels

Note: Pupils are to choose between long and short vowel sounds. Example: On Sunday the lady wore a new h___t. Short a. 2. I h___pe I can be a good reader. Long o.

Directions: Have students read silently, then orally to the examiner naming the long or short sound.

1. John wants to cook on the wood st___ve.
2. The young dog likes to eat raw m___at.
3. Mary often h___ts the golf ball over 200 yards.
4. Class b___gins at nine in the morning.
5. Mother likes to listen to good m___sic with her eyes closed.
6. Jane likes to h___g her new puppy.
7. The hunting dog chased the r___d fox.
8. Bill saw only one m___n at the store.
9. Did you see my s___cret hiding place?
10. The weather is almost p___rfect.
11. Bill wanted to row the b___at across the lake.
12. Have you ever eaten dr___ed tomatoes in a salad?
13. Please f___cus your eyes on the blackboard.
14. Be sure to walk b___hind the car.
15. Would you mind closing the open wind___w?
16. I saw a snake in the dark j___ngle.
17. We had too much r___in and snow this year.
18. Be sure to cl___an your shoes before coming in the house.
19. Did you see Mary gl___de across the ice?
20. Sometimes the roof l___akes during the winter.

Oral Recognition of Correct Vowel Sounds-Continued

21. Uncle Raymond often climbs the steep h___ll.

22. The Indian chief sent sm___ke signals to his tribe.

23. In Australia they have many large sh___ep ranches.

24. Mother sent me to the store to get a loaf of br___ad.

25. Mary would like to take a sw___m in the lake.

26. Some spring flowers begin to bl___om in April.

27. When do we b__gin to play tennis?

28. Today is a r___iny day.

29. T___day is the first day of July.

30. Steve put a l__tter in the mailbox.

31. The teacher has a g___ntle way of talking.

32. December is the l___st month of the year.

33. Did you ___njoy your dinner?

34. I saw the green sn__ke in the thick grass.

35. The fat robin g___ve a worm to her baby.

36. My dad bought me an ice cream s___da.

37. Be sure to shut the wind__w during the cold night.

38. I can reach the limb of the tree with a tall l__dder

39. A r___ler is 12 inches long.

40. Be sure to enter by the b___ck door.

Lesson 23: Words- Spelling By Sound of Syllables

Object of lesson: Practice spelling words

Directions:

- On lined newsprint have pupils spell, mark, & syllabicate the following dictated words using long, short, and silent markings.

- Ask students what sounds they here? Does the sound agree with the vowel rule? After completion of spelling, the words are read orally to the examiner.

	Lesson 1	2	3	4	5
1	ar-tic-u-late	blaze	Au-gust	bur-ro	ac-ci-dent
2	au-to-mat	ac-cept	can-dy	ba-con	be-have
3	be-hind	blind-fold	cat-nip	be-neath	bon-fire
4	daff-o-dill	de-fog	de-light	de-part	de-stroy
5	di-et	dis-ci-pline	du-pli-cate	dy-na-mite	dy-na-mo
6	ed-u-cate	el-bow	e-lec-tric	en-grave	en-ve-lope
7	es-cape	ex-press	es-ti-mate	e-lev-en	ex-cuse
8	fam-i-ly	fa-vor	fla-vor	Feb-ru-ary	fil-ter
9	fi-nal	fix-a-tion	fo-cus	for-get	for-ty
10	gar-den	gar-de-nia	gin-ger	glo-bal	gob-lin
11	grad-u-ate	grav-i-ty	gol-den	gran-ite	grind-ing
12	hab-it	ham-mer	han-dle	he-llo	her-on
13	her-mit	he-ro	hes-i-tate	ho-bo	hor-net
14	i-cy	im-por-tance	im-print	in-dex	in-land
15	in-side	in-sect	in-take	in-to	in-vent

Lesson 24: Final Reading Test Concepts

Object of the lesson: Knowing Basic Reading Concepts.
Note: There are five spelling concepts that are obviously reading concepts. Before 1900 spelling & reading were combined. If children can know, state, and apply each concept, then these steps are basic in learning to read fluently.

Directions: Children read the text silently first, then orally to the teacher.

Correct syllables

1. In the syllable ba, the letter "b" is a ________.
   a. vowel b. consonant
2. In the syllable ba, the letter "a" is a
   a. vowel b. consonant.
3. In the syllable ba, the vowel has a ______sound.
   a. short b. long
4. In the syllable ba, if the vowel follows the consonant the sound is _______.
   a. short. b. long
5. If the letters in the syllable ba are reversed the syllable is ab.
   a. true b. false
6. In the syllable ab, If the vowel comes before the consonant the sound is short?
   a. true b. false
7. The short sound of A is "a" as in apple?
   a. false b. true
8. In the syllable ab, A is a vowel and has a short sound?
   a. true b. false
9. In the words is, an, in, am, it, ox, and at, all have ______sounds?
   a. Long b. short
10. In these words, the vowel comes before the consonant?
    a. true b. false
11. In the words he, she, my, be, me, go, no, so, all have long sounds?
    a. true b. false
12. In these words, the consonant comes before the vowel?
    a. true b. false
13. In the word ba/ con the first syllable is ______.
    a. long b. short
14. In the word ab/ sent, the first syllable is ______.
    a. long b. short.
15. Another word for syllable is sound.
    a. true b. false

Short Vowel Sounds

1. The sound of "i" is I as is in Indian. The sound is short.
   a. true b. false
2. If a "b" is placed before the word it, the spelling is bit. The "i" has a short sound? A.
   true b. false.
3. There is only one vowel in the word bit?
   a. true b. false.
4. The b and t are both consonants?
   a. true b. false
5. If the vowel is between two consonants, the sound is usually short?
   a. true b. false
6. Tom _____ the ball over the fence.
   a. pot b. hit c. cup
7. Find the short I sound. Susan fed the baby _____some corn.
   a. hog b. cat c. chick
8. The sound of o is "o" as in octopus. The sound is short?
   a. false b. true
9. The "o" in the word shop has a long sound?
   a. true b. false
10. Find the short "o" sound. Do not burn your hand on the _____stove.
    a. dirty b. hot c. red
11. Find the short "o" sound. Tim could not see the large ____on the paper.
    a. cat b. dot c. fly
12. The short sound of a is "a" as in apple. The sound is short?
    a. true b. false
13. Find the short "a" sound. The fast runner ran around the ______.
    a. track b. house c. hill
14. Find the short "a" sound. The teacher has each student read the _____.
    a. book b. map c. story
15. Find the short "a" sound. The dog did not lick the _____ off the floor.
    a. bone b. food c. jam

Magic E Words

1. In the word bit, the sound of the vowel is short. Add the magic E to the end and the word is bite. The silent "e" at the end makes the first vowel long. Look at the words pine, Pete, cute, cape and hope. All these words have long sounds.

a. true b. false

2. Say the word pin. Add the magic "e" at the end and the word is pine. The vowel "i" has the ______sound.

a. long b. short.

3. In the word pine the magic "e" at the end has a _______sound.

a. long b. short c. silent

4. If the magic "e "is added to pet, the word changes to Pete.
The word Pete begins with a capital "P".

a. true b. false

5. Say the word cute. Take away the magic "e" and the word becomes cut.
Jim _____his hand on the sharp piece of glass.

a, put b. cut c. cute

6. On a cold day the teacher always wears a warm cap.
The vowel "a" in cap has a ______sound.

a. long b. short

7. Add a magic "e" to cap and the word is cape.
The teacher put a warm cape over her shoulders.
The magic "e" makes the a long in the word cape. a. True b. False

8. The rabbit likes to hop to his den.
The "o" in the word hop has a short sound.

a. false b. true

9. I hope the white rabbit does not get caught by the red fox.
The silent "e" makes the "o" have the long sound. a. true b. false

10. The words mate, ripe, mole, and duke all have long sounds.

a. true b. false

Double Vowel Words

1. How many vowels do you see in the words boat, bail, seal and feet?
   a. one b. two c. three
2. In the word boat do you hear the "o"?
a. yes b. no
3. The letter "o" in the word boat has the long sound.
a. yes b. no
4. The letter "a" in the word boat has the _______ sound.
   a. short b. long c. silent
4. In the word boat there are two vowels together?
a. yes b. no
5. In the word boat, the consonants are "b" and "t".
a. yes b. no
6. Within most double vowel words, the first vowel is long and the second vowel is silent.
a. true b. false
7. In some cases this rule does not apply. Example: Mary read the book.
   a. What is the sound of "e" ? a. long b. short c. silent
   b. What is the sound of "a"? a. long b. short c. silent
8. Today Mary is going to read the book. Does the rule apply in this sentence? a. yes
b. no . In most cases the double vowel rule does apply.
9. In the word feet, we see the double vowels ee. The first e is long and the second e is:
a. long b. short c. silent
10. In the word seal, the first vowel is long and the second vowel is silent.
   a. true b. false
11. In most double vowel words such as boat, bail, seal and feet, the first vowel is long and the second vowel is silent.
   a. true b. false

Answers For Final Reading Test Concepts

Page 1. Syllables. 1b, 2a, 3b, 4b, 5a, 6a, 7b, 8a, 9b, 10a, 12a, 13a, 14b, 15a.
Page 2. Short Vowel Sounds. 1a, 2a, 3a, 4a, 5a, 6b, 7c, 8b, 9b, 10b, 11b, 12a, 13a, 14b, 15c.
Page 3. Magic E Words. 1a, 2a, 3c, 4a, 5b, 6b, 7a, 8b, 9a, 10a.
Page 4, Double Vowel Sounds, 1b, 2a, 3a, 4c, 5a, 6a, 7a, 9b, 10c, 11a, 12a.

Answer Key Chapter 6

Lesson 1: 1b, 2a,.3a,4b,5b,6a,7a,8b,9b,10b,11b,12a,13a,14c,15b,16c,17a,18b,19b,20a
Lesson 2: 1b,2a,3a,4b,5a,6b,7b,8a,9b,10a
Lesson 3: 1a,2a,3b,4a,5b,6a,7a,8b,9b,10b
Lesson 4: 1a,2b,3b,4b,5a,6b,7b,8b,9a,10b
Lesson 5: 1b.2a,3b.4b.5b.6b,8a.9a.10a.11a
Lesson 6: 1a,2a,3a,4a,5b,6b,7b,8a,9b,10b
Lesson 7: Not necessary
Lesson 8: “ “
Lesson 9: “ “
Lesson 10:” “
Lesson 11:” “
Lesson 12: 1b short o,2a short a, 3b short e, 4b short u,5b short e, 6a short i
7c short e, 8b short I, 9a short a, 10c short o, 11a short i, 12a, short a
Lesson 13: 1 leap,2 heat, 3 neat, 4 beet, 5 peel, 6 keep, 7 foam, 8 coat, 9 loan,
10 rain, 11 laid, 12 pain
Lesson 14: 1 bake,2 mane,3 Jane,4 rope,5 rove, 6 note, 7 Pine, 8 rice, 9 bike,
10 tube, 11 huge, 12 cute
Lesson 15: Not necessary
Lesson 16: Not necessary
Lesson 17: Not necessary
Lesson 18: 12b
Lesson 19: 11b, 12b
Lesson 20: 1c,2b,3a,4c,5b,6a,7a,8b,9c,10b,11c, 12b,13b,14a,15c.16b.17a.18b
19b.20c.21a,22b,23b,24a,25c,26a,27b,28b,29c,30a
Lesson 21: Not necessary
Lesson 22: 1longo,2 long e, 3short I,4 long e,5 long u,6 short u,7 short e,8 short a
9 long e,10 short e,11 long o,12 long I,13 long o,14 long e,15 long o
16 short u, 17 long a,18 long e,19 long I, 20 long e,21short I, 22long o,
23 long e,24 short e,25 short I,26 short o,27 long e,28 long a 29short o
30 short e,31 short e,32 short a,33 short e,34 long a,35 long a,36 long o,
37 long o,38 short a,39 long u,40 short a.
Lesson 23: not necessary

Chapter 7: Mechanics of Reading

Note: Pupils of all ages should understand correct eye movement while reading. A camera is a good analogy. The only part of the camera that moves is the lens; likewise, our eye should be the only part of our head that moves while we read. If the camera moves, the picture is blurred; if the head moves, the printed word cannot be seen clearly. Young boys in particular must be cautioned not to move their heads while reading. They often wiggle, bounce their knees, and move their bodies, much more than girls.

Lesson 1: Reading In Phrases or Thought Groups

Object of the lesson: Increasing reading speed and comprehension

Note: If the pupil sees one word at a time, it is apparent one word does not have much meaning. However, if the student is taught to read in phrases or thought groups, he sees meaning. This exercise is to be used with students who know the vowel concepts and can recognize most words instantaneously, but have difficulty with slow reading, comprehension, and rhythm. The purpose is to improve all three by widening the eye span and improving peripheral vision. The students will practice seeing the entire phrase or thought groups at a glance.

Directions:

1. The pupil stops or fixates on seeing the complete phrase by focusing on the dot below the phrase.
2. Next place a 3 by 5 card over the phrase.
3. Pull card down to expose the phrase.
4. The pupil orally reads the thought group.
5. After some practice the pupil can increase his speed by moving the card quickly.

Reading is Fun

dug the pit
•
did not run
•
can run fast
•
hid the lid
•
c00.an not get
•
bat my ball
•
call me now
•
pat the rat
•
wet the net
•
not a cop
•
not a cab
•
a male duck
•
a huge duck
•

her red dress
•
hit the ball
•
you can work
•
she is here
•
cut my hand
•
cut his hand
•
in the den
•
ten tin cans
•
six tin cans
•
tag the rug
•
tag the rag
•
come to run
•
see the sun
•

hid the bag
•
saw his pen
•
saw his pin
•
did not bark
•
I can work
•
We can play
•
fat rat ran
•
catch the cat
•
on the pan
•
hop and drop
•
drop and hop
•
a wise man
•
a wise woman
•

Practice Without the Dot

a cute fox
a red fox
the soap dish
a low moan
good to see
the tin cup
a tan cup
read my lips
my red lips
ice cream cone
time to eat
a dark rat
time to eat
time to read
time to play
get the boat
shut the door
enter the room
the back door
read the book
pillow is soft
see the sign
enjoy the show
climb the hill
write the word
butter the bread
train your pet
in her hair

try to hike
ride my bike
he tells me
catch the train
my pet dog
some lean meat
some seal meat
go to jail
a mule bone
a dirty bone
pick the lock
fan the flame
bake the cake
eat the cake
slice the cake
row the boat
open the door
sweep the broom
the front door
ask the cook
sky is red
open the gate
my pet cat
climb the ladder
enjoy the show
the purple flower
eat your food
please be gentle

ride the train
see the train
he tells them
a soft rain
a heavy rain
a tan dish
my dog Luke
a nice mutt
a short lob
the tan rat
rain in Spain
name the game
my pet cat
look at me
see the tree
get the goat
pry the door
in the dark
the side door
notice the sky
girl is happy
smack the ball
my pet dog
broke the fence
see the show
the yellow flower
empty the dish
prepare your work

Lesson 2: Phrase Reading Practice

Object of the Lesson: Practice reading in phrases

Directions: Same as lesson one.

can be seen
the great man
I love you
you love me
the first time
past two years
open the door
close the gate
shut the door
He did so
She did so
began to swim
his pet dog
what is the time
one too many
replace the cook
ate the cake
cook the cake
have a date
behind her car
warm the pie
warm apple pie
likes to play
butter with bread
only one cake

among the men
among the girls
the farm boy
meet the lion
cut the cake
bait the hook
my pet puppy
my pet duck
fix the pipe
push the rake
bake the cake
wash the goat
clean the coat
sail the ship
eat the cone
my pet rat
his pet cat
clean the stove
float and swim
pony is brown
drink your milk
cold peach pie
light the fire
cats eat rats
on the table

the tall man
the short man
meet the press
willing to help
got some milk
watch me run
helped his pal
helped her run
began to blow
began to smile
draw a picture
her baby kittens
piece of paper
in the bottle
picked a rose
picked a tulip
games we play
hurt his foot
hurt her knee
light the fire
remove your hat
under the table
crumb of bread
cats chase rats
in the mirror

Lesson 3: Phrase Reading Practice

Objective of lesson: Additional phrase reading practice

Directions: Same as lesson one.

time to show
I asked him
she asked me
climb the tree
not to be
catch the flea
a cold winter
a cold spring
the warm summer
fall is here
tried to hit
tried to hide
saw the hide
fried the fish
sliced the fish
rain in Spain
no more pain
dame is lame
a female duck
on the water
break the bank
likes to read
began to snow
at the beach
that is it
you can see
will be used
half a year
has been made
a big mess
can only guess
be sure to rest
decides to go
saw the smoke
on the radio
cross the ocean
her red boat
a green boat
float the ship
meat is neat
have a treat
a pecan pie
pass the cream
her twin sister
hold your nose
plants the seeds
taste of food
by the bay
can you dance
time of day
into the tank
to keep alive
try to lead
cash on hand
hide the fan
three more weeks
keep a secret
plants to eat
have a treat
from the pipe
cots are ripe
bat the ball
catch the ball
sail her boat
hold her book
yellow in coor
a yellow dress
see the wheel
feel the wheel

Lesson 3: The Efficient Use of the Eyes While Reading

Object of the Lesson: Teach children to read in thought groups, rather than word for word.

Note: One word does not have much meaning. Therefore, the word reader would suffer from poor comprehension. People who read with their lips are reading one word at a time. Reading in phrases or "thought groups" improves comprehension. Eye movements are from left to right. When the eyes stop or fixate, a message goes to the brain. The analogy of the camera is useful. The lens focuses, the lens clicks, and the result is a photograph. Every time your eyes stop, that is called a fixation. In reading a phrase, the fixation point is in the middle of the phrase. For example, in the phrase, My eyes stop, *the fixation point is* "eyes".

Example:

1. A / slow / reader / who / reads / word / by / word / has / many / fixation / points / per / sentence. There are fourteen fixation points in this sentence.
2. An efficient reader / who reads in phrases / has few fixations ./ There are four fixation points in this thirteen word sentence.

Directions : Next, have the pupil read the paragraph silently first, then orally to the examiner. Note: Efficient readers read this way.

When I read   my head   is like a camera.   The camera
•   •   •   •

remains still.   When taking a picture,   the only part
•   •   •

that moves   is the lens.   I want   to take
•   •   •   •

a clear picture.   The picture   is not a blur.
•   •   •

If I   move my head   I can not   see the word clearly.
•   •   •   •

Each time   my eyes stop,   I fixate   on groups of words.
•   •   •   •

A group of words   is meaningful   to me.   One word   does not
•   •   •   •   •

have much meaning.
•

To teach students about peripheral vision, an important reading concept and skill, place a pencil about a foot in front of students' eyes. (Make sure they can see the pencil clearly.) Have students look directly at the pencil and at the same time see the wall on the left side of the room. Next, on the right side. Ask if they can see any pictures on the wall? The pupil should be able to see pictures on one side of the wall and then on the other side while looking directly at the pencil. As previously mentioned another method of teaching students to develop peripheral vision is to place a 3 x 5 blank card over a phrase and withdraw it long enough for them to see the whole phrase. Ask the student to then say the phrase aloud. This is an excellent method of teaching students to stop reading word-by-word. Later, this exercise can be done silently.

Joe Montana, the star quarterback of the San Francisco 49ers, has excellent peripheral vision. He can look to the right side of the field, and in the left corner of his eye to see which receivers are open. Like Montana, readers should have good peripheral vision, that is, they should be able to see words in bunches or phrases. Not only will good peripheral vision increase reading speed, but thoughts are more meaningful if words are read in phrases or thought groups.

During this phase of teaching reading, students are given basic reading assignments that guarantee success. This is one of the keys to working with students who have difficulty reading. By providing material that they can read with few or no errors, their anxiety decreases and their confidence increases. For example, it is necessary to use basic reading exercises beginning at the 2.0 to 2.5 grade level for most students. This would include adults.

At this stage of teaching dyslexic students to read, a dramatic progression usually occurs. By reducing students' anxiety, perceptual problems (e.g., word reversal, substitutions, omissions etc.) disappear. As discussed earlier, most dyslexic students show symptoms of perceptual difficulties. They omit, insert, and reverse letters and words. Some cases are more extreme than others, but with proper teaching techniques and positive reinforcement, perceptual difficulties can be eliminated. This result contradicts the medical community's theory that dyslexia is an ocular or mental disability that requires medical solutions. Perceptual problems are the symptom not the cause of dyslexia or reading disabilities.

Chapter 8: Developing Speed and Comprehension

Lesson 1. Basic Fundamentals

Object of the Lesson: To acquaint students with many of the basic fundamentals. Note: All the important steps in learning to read orally are in this lesson. As learning is incremental , these skills must be repeated often until they are learned. .

Directions:

1. Have the students read one paragraph at a time silently before reading orally.
2. Check to clarify any questions that they might have.
3. For example: explain why is it important to stop at periods and pause at commas. Answer, To establish a rhythm and avoid rushing. Pupils misread words reading orally because they read much too quickly, misreading or guessing at words.

Basic Skills in Learning to Read

I read from left to right. When I see a comma, I pause. When I see a period, I stop. I take my time. I do not rush. After I read a sentence, I pause before I read the next line.

I read the words I see. I try not to guess. If I read slowly with a good tempo, I will not guess. I try to read as if I were talking to a friend. I try not to read word for word, but I read in phrases or groups of words.

When I read, I speak clearly. I pronounce all beginning and ending consonants. I pronounce all vowel sounds.

I keep my head still while reading. My only moving parts are my eyeballs. I do not read with my lips. I can read faster if I read only with my mind. I try to read bunches of words.

When I read my head is like a camera. The camera remains still. When taking a picture, the only part that moves is the lens. I want to take a clear picture. The picture is not a blur. If I move my head, I can not see the word clearly.

Each time my eyes stop, I fixate on the word or phrase. I try to fixate on groups of words. A group of words is meaningful to me. One word does not have much meaning.

I read with an even beat and a slow tempo. I read with good rhythm. I try to read what is on the page. I try not to guess. I read silently before I read orally. I can relax if I read silently first.

I read for the main idea. Most of the details I will remember. I can read faster this way.

Lesson 2: Understanding Sentences and Paragraphs

Object of the Lesson: Defining sentences and paragraphs
Note: After the students know all the basic reading skills and can read easy material orally without error, then one can teach silent reading skills to improve speed and comprehension.

Directions: Discuss with your students the following principles:

1. Student defines in his own words the meaning of a sentence.

   Answer: A sentence is a complete thought.

2, Student defines in his own words the meaning of a paragraph.

Answer: A paragraph is a distinct section with only one topic sentence or main idea. The topic sentence is followed by sentences that support the main idea.

Lesson 3: Construction of a Paragraph

Object of the lesson: Explain parts of a paragraph.

Note: Below is presented a paragraph with only one topic sentences or main idea. It is followed by supporting sentences, and a concluding sentence. The concluding sentence often repeats the main idea in different words. Pupils must understand how a paragraph is constructed before reading for the main idea.

Following directions;
Explain to the students the following:

1. Fido is a happy puppy is the main idea or topic sentence
2. All other sentences support the main idea with the exception of the concluding sentence which reiterates the main idea. The concluding sentence is: Fido has a wonderful personality.
3. Have students put one line under the main idea sentences.
4. Next have students place two lines under the supporting sentences.

My Dog Fido

Fido is a happy puppy. He wags his tail. He licks your face. He chases cats. He loves mailmen. He plays with children and chases balls. He eats bones and wants to be petted. Fido has a wonderful personality.

Lesson 4: Practice Understanding Paragraphs

Object of the lesson: Practice in understanding paragraphs
Note: *Examples of Several Paragraphs, Each With a Topic Sentence and a Supporting and Concluding Sentence*

Directions:

1. Have the pupil name the topic sentence.
2. What sentences in the paragraph support the main idea?
3. Name the concluding sentence of each paragraph.

Ask, does the concluding sentence say the main idea in a different way?

Examples of Several Kinds of Paragraphs Each with a Topic Sentence and a Supporting and Concluding Sentence

1. A porcupine likes to eat salt. He will eat salty peanut shells. He will eat wooden ax handles. If salt is spilt on the deck, he will eat the wooden deck. Porcupines will eat anything that tastes salty.
2. Little puppies take much care. They need a warm place to sleep. Puppies need to have fresh water. If they are lonely, they will howl. Some young dogs eat three times a day. A little puppy needs much attention.
3. Pupils need to know that words have parts. These parts are called syllables. Words can have one, two three or more parts. Knowing that words have parts is important.
4. A young puppy will chew on almost anything. He will chew on bones, sticks or slippers. He will chew on legs, feet, or fingers. Puppies chew on many things.
5. When I read out loud, I speak clearly. I pronounce all beginning and ending consonants. I pronounce all vowel sounds. If I speak clearly, people will understand

Lesson 5: Reading For the Main Idea

Objective of the lesson: Learning the importance of reading for the main idea.

Note: Once students learn all the basic reading skills, they will automatically read faster with good comprehension.

Directions:

1. Explain to the students that one of the most important reading concepts is reading for the main idea.
2. By reading for the main idea instead of details, comprehension and speed will increase automatically. In most cases, details will be remembered.
3. Explain: If one reads for details slow reading speed will result.
4. In reading for details, the essence of the selection may not be understood resulting in poor comprehension..
5. Practice *Reading For the Main Idea* can begin at the early primary level. Eventually all students can be trained to read quickly for the main idea. .

Lesson 6: Estimating Reading Speed

Objective of the Lesson: How to calculate the number of words read in one minute

1. On a page of text, count the number of words on three lines of print.
2. For example: line one, has 8 words, line two 5 words, and line three, 8 words.
3. Add the total of 8, 5, and 3 which is 21,
4. Divide 3 into 21. The average line of the text is 7 words per line.
5. If there are 70 lines in the text, 7 x 70 is 490 words in the story.
6. Time the students with a stop watch. The pupil reads the story in 2 minutes.
7. Divide two minutes into the 490 words. The pupil is reading the story at 245 words per minute.

Lesson 7: Charting Progress

Object of the lesson: Showing reading improvement

1. Chart reading speed so as to show improvement. (see sample chart)
2. In the beginning is best to find short easy stories that can be easily answered.
3. Reading easy stories with good speed inspires confidence.
4. As the student becomes more skilled, the stories become longer and more complex.

Acquainting Examiners With Materials That Reinforce Basic Skills

Once students have over learned the basics then one should consider using commercial programmed materials that reinforce learning. (see chapter 10 for suggestions) Levels 2nd through 9th grade level is satisfactory for most students. Have all students regardless of age begin at the lowest level so as to guarantee success.

Speed and Comprehension Chart (Words Per Minute)

W.P.M.	1	2	3	4	5	6	7	8
600								
580								
560								
540								
520								
500								
480								
460								
440								
420								
400								
380								
360								
340								
320								
300								
280								
260								
240								
220								
200								
180								
160								
140								
120								
100								

Chapter 9:
Stories For Beginning Readers

Lesson 1: Stories for Those Who Know Fundamental Skills

Object of the Lesson: Provides practice reading material

Note: While working with students with reading problems, I found that commercial reading material at the beginning level was not compatible with the basic skills that I was teaching.

For the reasons mentioned, the task of developing meaningful easy readers became a priority. The stories are written to guarantee success for all students. The content ranges from the simple to the complex. Gradually, pupils learn to use what they have learned, (basic reading fundamentals) in a variety of ways.

Directions:

1. For young pupils who need to gain confidence, the paragraph of the story can be dictated one word at a time. They are asked to spell each word. If they can spell the words, reading the material is an easy process.
2. If the student appears puzzled about the spelling, ask: What is the beginning sound of the word? What sound do you hear? What is the next sound?
3. Note: These questions provide a thinking process about the sounds of letters and syllables. Almost all my students quickly learned to spell and read with ease using this process. Gradually, students get to review what they have learned while reading for pleasure. Be sure to begin with very simple stories.
5. Pupils should read all stories silently before reading orally to the examiner.

6. Some students may be overwhelmed by reading the complete story. If so, have them read one paragraph at a time. This procedure reduces anxiety and promotes confidence.
7. In the beginning have pupils read with a slow tempo and good rhythm.
8. Make sure that students read what is on the page. Guessing at words is a habit that can be eliminated..

Reading Orally

Before learning to increase speed and comprehension, students must be able to read oral passages with a slow tempo and good rhythm without error. They can avoid rushing by stopping at periods and pausing at commas. Guessing or anticipating words must be eliminated.

Reading Silently

.When students have accomplished the above basic skills, they can then learn to read quickly for the main idea.

Accurate Reading

Discuss the following two sentences with your pupils. Does the "a" change the meaning of what is read?

I have a few friends. I have few friends.

My First Book

My Pets

Bunny, my pet rabbit, hopped to his pen. He has white fur. He likes to run and hop. He runs fast when he sees the cat. He runs fast when he sees a fox. My dog will bark at the rabbit. Bunny likes to run and hop.

Duke is my pet dog. He has a dark coat. At meal time, he will wag his tail. His feet are big. He likes to eat bones. Soon I will soap his coat. I want a clean dog.

Pam is my pet cat. She likes to ride in the boat. I like to ride in the boat with Pam. Look at Pam. She is a nice cat. Cats can not float. I can float . My boat does not leak. The cat is safe in the boat. Look at Pam in the boat. We like to play. I like all of my pets. I have a rabbit, a dog, and a cat.

THE RED FOX

The red fox ran down the road. He did not see the tan cat. The fat cat ran fast. The fox hid by the road. Did the fox want to eat the cat? Later the fox hid by the pine tree. He wanted to catch the cat.

Cats can run fast. Foxes can run fast. Will the fox surprise the cat?
John did not want the fox to eat his pet cat. John gave the fox some cake. Why did John give the fox some cake? Do foxes like cake? If the fox ate the cake would he still eat the pet cat? What happened to John's cat?

My Dog

I love my dog. He has four legs and a tail. At times he drinks from a pail. He has shoe button eyes, a nose too long. He often sings his lonely song.
I love him because he has a pink tongue and a wagging tail. He is my love dog.

MY THREE PETS

I have three pets at home. I have a rabbit, a cat, and a dog.
I saw my pet rabbit hop to his pen. He has white fur. He likes to run and hop. He runs fast when he sees the cat. Sometimes my dog will bark at the rabbit. Most of the time he will wag his tail and sniff at the rabbit.

Duke is the name of my pet dog. He has a dark, black coat. At meal time he will bark and wag his tail. His feet are big. He likes to eat bones. Soon I will soap his coat. I want a clean dog. He is friends with my pet rabbit.

I like my cat. Her name is Pam. I put her in the boat. She likes to ride in the boat. She sits still in the boat. Look at Pam. She is cute.

My boat does not leak. I like to take my pets for a ride on the lake. My rabbit does not swim. My dog Duke can swim. My cat Pam does not like to swim.

MY DOG FIDO

My dog Fido is a happy puppy. He is seven weeks old. He is black and has four legs and a long tail. His legs are six inches long. His paws are big. He has brown eyes. His color is black.

Little puppies at seven weeks often bark and yip at night because they miss their mother. Fido has been sleeping with his mother, brothers and sisters. He misses the other pups. He also misses his mother. Little puppies are often lonely.

Fido is happy during the day. He loves to chew on slippers. He likes to bite. Puppies have sharp teeth. We gave Fido a rag to chew on. He likes to chase balls. Puppies like to run and jump. Fido loves to play.

Little puppies take much care. They have to have a warm place to sleep. Puppies need to have fresh water. They need to be fed. They eat three times a day.

How can we keep Fido from barking and yipping at night? We do not want Fido to feel lonely. Why not place a radio near his bed? Before he goes to sleep we will play some soft music. We will play the radio all night. Fido slept all night. He did not bark or yip until morning. At six o'clock in the morning he wanted to eat. He also wanted to play. We placed some food in a plate. He ate fast. He wanted to drink. He made a lapping noise while drinking. After Fido ate, he wanted to play. Fido is a happy puppy. He is warm and soft. He is full of love. He is my dog. I love him very much. A dog is man's best pal.

BABY CHIPMUNKS AND MOM

John liked to sit in the sun on the deck of the cabin. One warm sunny morning, he saw a mother chipmunk with her three babies. The mother ran on top of a long log. The three baby chipmunks ran after her. When mother chipmunk came to the end of the log she leaped to the ground. The three babies ran to the end of the log, but they did not leap. They did not want to jump. They looked at mother. Mother looked at them.

John sat still. The chipmunks did not see him. How was the mother chipmunk going to help her three babies? Mother chipmunk leaped back up to the top of the log. She had one baby hang on her back. She then leaped off the log with her baby. The other babies watched. Mother chipmunk came back for baby number two. This baby leaped on her back and hung on. Mother jumped from the log with baby number two. Baby number three did not want to be alone. He ran back and forth on top of the log.

Chatter, chatter, chatter cried baby number three. Help me! Help me! I do not want to jump. Oh, please help me! Mother chipmunk ran back and jumped on to the top of the log. Baby number three got on the back of his mother. He held on with a good grip. Mother jumped. Now the babies are not apart. Mother chipmunk and her babies never saw John. John learned to remain still.

JOHN'S FIRST PRIMER

John is six years old. He is in the first grade. John likes tales about pets. John has a pet dog. The dog's name is Ben. On a hot day John gave Ben a big bone. Ben ate the bone in the shade of a pine tree. Ben liked to sleep after he ate. On nice days Ben sleeps under the pine tree. John likes his pet dog.

John wanted to visit a cabin in the hills. The cabin was made from pine logs. Some cabins are made from fir logs. John liked to see the tall trees and chipmunks at the cabin.

John also had a pet cat. The cat's name is Sid. Sid likes to eat mice and rats. There are some mice and rats at the cabin. One day at the cabin Sid caught a chipmunk. A chipmunk is a rodent with stripes on its back. Sid clamped down on the chipmunk with his teeth. The chipmunk did not move. It looked like it was dead.

Sid, the cat, took the chipmunk into the cabin. Sid placed the chipmunk on the floor. He hit the rodent with his paw. Then he pushed the rodent with his paw. John looked at the dead chipmunk. Sid looked at the dead chipmunk. The cat wanted to play with the dead rodent. Sid did not like this game. He became careless. Sid turned away from the chipmunk. At once the chipmunk streaked away from the cat and ran up the wall of the cabin. Sid was fooled by the smart chipmunk. John was happy. The chipmunk was happy. How did Sid, the cat, feel? 265 words.

The Por/cu/pine

The porcupine is a slow moving animal. He makes up for his slow speed with a good defense. He is covered from his head to his tail with sharp quills. If an animal like a coyote attacks the porcupine, the animal is likely to receive a surprise---some sharp quills. These quills have sharp barbs like a fishhook. They move inward and are hard to remove.

Does a porcupine throw his quills at other animals? No, he does not. If attacked, he swishes or strikes his tail with a fast motion. The quills then go into the other animal's skin. With this kind of defense, the porcupine does not have to move fast.

Porcupines love salt and soap. If you spill salt or soap on the deck of a cabin, he will eat the salt, soap, and the wooden deck. He will also eat the wooden handles of tools. For example, he will eat the wooden handles from shovels, saws, and hammers. Do you know why the porcupine does this? He likes the taste of salt that comes from your hands. Porcupines eat ax handles for dessert.

Try to keep porcupines away from your cabin. They can cause much damage by eating through floors and walls. Once inside, porcupines have been known to eat shoes, boots, and saddles. They will eat many things. Salted peanut shells attract porcupines. A person does not want to leave empty shells on the deck. You might find a large hole in your deck when you return.

Porcupines hunt for food at night. They eat many things. They eat bugs. They also like to eat the bark of young pine trees. Sometimes they eat so much bark that the tree dies. The pine tree is a favorite snack for porcupines. Porcupines are fun to watch, but not to pet. 300 words

A Mountain Meal

What would you do if you were lost in the woods and a hungry bear ate all of your food? Fortunately you are warmly dressed and have some matches and a warm sleeping bag. A number of small streams are near where you can drink clean water.

Those who are lost are told to remain where they are. Search crews will have a better chance of finding lost people if they remain in one place. People who have lived in the woods have sur/vived by eating insects. A long time ago, native California Indians ate grasshoppers alive or cooked them.

Do you know the woodsmen's recipe for roast porcupine? People have eaten them so that they would not starve. Porcupines are easy to kill because they move so slowly. In time of great need, it is easy to hit them on the head with a shovel or big stick. This will kill them.

How does one prepare them for dinner? First, take a sharp knife and cut off their skin. Do this carefully because their quills are sharp. Next, prepare a fire using dry hardwood. Hardwood when burned makes hot coals. Next, select a large piece of bark from a big tree. Take your knife and cut small holes through the bark. Then set your bark above the hot coals. You will notice hot smoke coming through the holes. Now place your skinned porcupine on the bark and cook it for a few hours. When the meat is cooked, throw away the porcupine and eat the bark.

Yes, you have been told a favorite story of mountain men. However, if you are hungry, porcupines can be cooked and eaten. It could save your life. 286 words

The Mountain Lion

John, a fourteen year old boy ,wanted to visit his dad's tree farm in the Sierra Nevada Mountains. The tree farm was located in the Northern part of the state at an el/e/va/tion of about 4000 feet. John's dad made an a/ppoint/ment with a forester from the lumber company. The forester would help John identify various trees and shrubs. The time was early April. Some snow still re/main/ed on the ground under the shade of the trees. Patches of red earth could be seen in the sunny lo/ca/tions. White mounds of snow and ice remained on the northern slopes.

This part of the Sierra Nevada produces fast growing trees. Over a thousand years ago, a vol/ca/no e/rup/ted that produced a thick cov/er/ing of soft, rich, red soil. Trees grow very fast because of the pro/duc/tive soil and the eighty inches of pre/cip/i/ta/tion that falls during the winter. In some winters heavy snow falls at this el/e/va/tion. At other times the moisture falls as rain. This com/bin/a/tion of rich soil and a/bun/dant water helps trees to grow rapidly.

Trees that are cut for timber are called con/i/fers. The word conifer means cone. Cones open in the fall and the seeds fly to the ground on little wings. The flying seeds causes the forest to continually grow new trees. At this el/e/va/tion, there are five varieties of conifers : White Fir, Doug/las Fir, In/cense Ce/dar, Sug/ar Pine, and Pon/der/o/sa Pine.

John's dad met the forester at the en/trance to the tree farm. The forester had a pet dog with him. The dog was a black lab/ra/dor named Sug/ar. Sugar had a very friendly tail and a soft, red tongue. The forester with his dog walked ahead. To/geth/er they slid down a steep slope to view a pool of water made by the melted snow. Sugar, the black labrador ran ahead to drink some water. She began to sniff the bushes and ground nearby. She also in/ves/ti/gated the area near the pool of water . John's dad and the forester were talking when Sugar, a scared dog ,came running out of the bushes with her tail be/tween her legs, yipping and yelping. The forester thought his dog was scared by a raccoon or skunk. A short time later, they all went to the cabin for some lunch.

About two months later, John's father got a tel/e/phone call from the forester. He re/por/ted that he found a dead eight foot mountain lion near the same pool of water where the dog became frightened. John's first thoughts were that the dog became scared, not by a raccoon, but by a mountain lion. In fact John, his father and the forester were only a few feet away from where the lion was prob/ab/ly hiding. The forester thought the lion rested near the pool because he was sick.

John asked his father if he could drive up to the tree farm to see the dead lion. His father said o.k. When they arrived they ran to the slope of ground and skid/ded down to reach the pool of water. They could see the dead lion. He measured eight feet three inches from his nose to his tail. He was a light tan color. John examined the sharp teeth and claws. The forester won/der/ed why the lion died. Was he woun/ded , caught in a trap, or per/haps poisoned? No one knew.

Finding a dead lion is a rare o/ccur/rence. The forester was required to ask the de/part/ment of fish and game to ex/am/ine the lion to find the cause of death. The next day, a man from the de/part/ment of fish and game ex/am/in/ed the lion. After a careful examination, the warden de/ter/mined that the lion died of old age. The lions teeth were well worn and some of his teeth were bro/ken. His legs were not dam/aged by a trap. The warden explained that this was a rare sighting, because us/u/al/ly, other animals would eat the dead lion. Vultures, hawks, coyotes and other flesh eating animals would find this dead animal a good meal.

The next month, John again came back to the same pool. All he found were some scattered bones and some dry skin. John still thought about how close he was to the sick lion who was waiting in the brush a few feet away. Not many children have such an ex/ci/ting ex/per/i/ence. 758 words

Tales From the Woods

Dictionary practice: Check for word meaning and correct pronunciation.

erosion instrument fibrous seedlings extended directed

diameter surround remove

John's father visited with the forester about plans to improve the tree farm. They were viewing a twelve acre site that he had cleared for planting trees. This land before clearing had thick brush over ten feet high. The brush consisted of two main species, tan bark oak, and deer brush or ce/an/o/thus. Ceanothus is often called deer brush because the deer enjoy eating the soft, green leaves. The bark of the tan bark oak in earlier times was used for tanning leather.

Ken is the name of John's father. He had the brush re/moved five years before with a large tractor. The trac/tor mowed down and crushed the brush. Later the tractor pushed the brush into piles to prevent the water from washing away the soil.

In the winter this part of the Sierra Nevada received as much as 80 inches of rain and snow. To protect the land from washing away is called e/ro/sion pro/tec/tion. The DC8 tractor used an in/stru/ment called a brush rake to remove the thick roots of the brush. This rake has large teeth that is attached to the front part of the tractor. It looked like a giant steel comb. The brush rake rips out the roots of the tan oak and deer brush so that the brush would not grow back too fast.

After the twelve acres were cleared of brush, Ken with the help of the forester, planted about 30,000 con/i/fer seedlings. These seedling were about 12 inches tall. The thick, fi/brous root system extended about ten to twelve inches below the stem of the seedlings. The forester di/rec/ted a planting crew of five men to plant the young trees. The trees needed to be planted in early April when snow re/mained on the ground. The soft wet soil had patches of thick white snow that slowly mel/ted. The deep red soil would retain the moisture through most of the summer months. This would enable the small trees to live until the first rains of September or October. Five varieties of trees were planted: White Fir, Doug/las Fir, Pon/der/o/sa Pine, Sugar Pine and In/cense Ce/dar. In about eighty to one hundred years these trees would grow to about two hundred feet high and thirty five to forty inches in di/am/e/ter

Planting trees requires strength, skill, and much hard work. A skilled tree worker can plant five hundred trees in six hours. In this twelve acre section, new trees will grow because the seeds from sur/round/ing trees will float down in the fall and re-seed the ground. When the cones ripen, the cones open allowing the seeds to drop. The small seeds have small wings which will allow them to float over a wide area. Squirrels eat many of the seeds from the cones during the summer months. The cones are green in color in the summer months but gradually the cones turn a dark brown in au/tumn. In early spring, many new seedlings appear as tiny trees. These new seedlings grow about one inch during the first year. Ken knows that he had improved the health of the forest by removing the brush and planting young trees. In one hundred and fifty years these seedlings would be over two hundred feet high. 604 words

Drinking Water

Dictionary practice: Check for word meaning and correct pronunciation.

precious sluice- box value examined conifer furiously coiled

venom bulge digesting protect tactics decided delicious

The location of this 60 acre tree farm is in the Plumas National Forest. The elevation is about 4000 feet. In the winter this location is considered heavy snow country. A person can expect snow to measure from two to eight feet in depth during the middle of winter. The average amount of moisture, which includes rain and snow, is about eighty inches per year.

A small creek, about five feet wide, flows through the twelve acres. This creek begins as a small spring that flows out of the mountainside. Gold miners during the 1850's searched for this precious metal in this small stream. There are huge piles of gravel or tailings where the miners put the gravel into sluice boxes. There is still gold there today, but getting the gold requires much digging with a pick and shovel. Even though gold is important, water is much more valuable.

Many animals use this creek for their main source of drinking water. Deer, bear, coyotes, por/cu/pine, skunks, and various kinds of snakes find this stream a re/fresh/ing place to drink.

Ken and the for/es/ter examined the thousands of four foot high conifers that were growing on this section near this creek. The forester asked if any rattle snakes lived in this section of the tree farm. In the warm weather, snakes often come to the stream to drink. Ken replied that he had seen a snake about fifteen years ago. At that time the reptile hid under a large cedar log, a short distance from where they were standing. The snake appeared to be about five feet long, dark green in color, and was about five inches thick. His head was shaped like a triangle. He appeared deadly and frightening.

About five minutes after the con/ver/sa/tion about the snake, Tipper, the pet lab/ra/dor retriever, began to bark fur/i/ous/ly. Both Ken and the forester ran quickly to find the dog. They saw a large, four foot rattlesnake coiled under a small tree. The snake coiled itself in a small circle ready to strike. Tipper growled and barked but did not charge the snake. The dog acted in a very cautious manner. She continued to bark and show her teeth, but did not act foolishly. Quickly, Ken grabbed her collar and held her so that she would not get bitten.

A rattler's ven/om can easily kill a dog. On this day, the snake did not move very fast because it had eaten a gopher. A large bulge in the middle of the snakes body caused the snake to move slowly. Nu/mer/ous go/pher holes could be seen a few feet away.. Apparently Tipper had seen the snake, while it was resting quietly under the tree. Snakes like to remain quiet while di/gest/ing their meal.

The forester said that he needed to kill the snake to pro/tect the dog. He said, "let me dem/on/strate an easy lesson. Ken, cut me that forked branch of the dogwood tree with your brush ax and bring it to me." Ken followed the foresters instructions and gave the forked stick to the forester. The forester quickly shoved the stick downward in back of the snakes head. This movement pinned the snake to the ground so that it could not move his head or open its jaws. Next, the forester pulled a knife from his backpack and opened the blade. As he stooped down to slice the head, the snake turned quickly, almost striking the forester. The forester changed his tac/tics because he did not want to get bitten. Next he pushed down hard on the forked stick, crushing the snakes head. Then he cut off the head with his knife. He de/ci/ded to bury the still moving jaws of the snakes head. He did this because the beheaded snake could still strike and inject its venom into the dog.

What will happen to the snakes body," asked Ken? "Oh, a hawk or a raccoon will eat him," replied the forester. The next day Ken came back to look for the snake's body. It was nowhere to be seen. Some animal had a delicious meal during the night.

On the way back to the cabin, Ken thought about all the interesting untold stories about man, animals, reptiles, and birds that came to this spring for water. 719 words

Chapter 10: Reinforcing Basic Skills

Lesson 1: Acquainting examiners with commercial materials that promote learning

Object of the lesson: Listing these materials

Note: Once students have over learned the basics then one should consider the use of selected materials that reinforce what they have learned. Be sure to use Reading For the Main and Drawing Conclusions as the first step in increasing speed and comprehension. Drawing Conclusions is important because it synthesizes the meaning of what has been read..

Suggestions:

1. Levels 2nd through 9th grade level is satisfactory for most students
2. Have ***all students, regardless of age begin at the lowest level so that they make almost no errors. (2nd grade) Reading at an easy level promotes confidence.***
3. Use programmed materials to increase speed and comprehension,
4. The goal for most pupils is to read from 250 to 500 words per minute correctly answering all comprehension questions without difficulty. Some young children would be excluded from this practice.
5. Make sure that students understand that it is sometimes obligatory to re-read the material to locate the correct answer.
6. The silent re-reading to find the correct answer is a skill that can be learned through practice.
7. Guessing at answers is not permitted. Children have to silently re-read the part that proves the correct answer. They must answer orally to the teacher.

Improving Speed and Comprehension

Begin by using programmed material at the 2nd grade level. (Gradually the difficulty of the material is increased) Ask the student to silently read the selection for the main idea. Place his reading speed on a chart so as to have a record of progress. The student must have much practice at an easy level with 100% comprehension. Once the students feels secure in his ability, ask him to read quickly for the main idea. Time his reading speed with a stop watch noting how many words are read per minute. Record this information on a chart. (see practice chart) It is important to emphasize that all materials are not read at the same speed. If the material is difficult, slow down. If the material is easy, speed up. The general "rule of thumb" is to never read so fast that understanding the meaning of the selection is not understood. Strive for 80 to 100% immediate recall of comprehension questions. Always stress to always read for understanding. In some super competitive students, do not use the stop watch because they read too quickly and cannot remember what they have read. The stop watch can be used later after the student has more experience.

If a students answers a comprehension question incorrectly, ask that the answer be confirmed by rereading to find the part in the story that proves the answer. This must be read orally to the examiner. This process is called re-reading for a specific purpose. This exercise trains the pupil to quickly find in which paragraph the answer is found. This is an important learned skill.

Often, pupils regress while reading. (reading the same words or sentences twice.) Explain that regression is not necessary. Regressing causes losing one's place, and slows down comprehension. Tell the student to push forward reading for the main idea without regressing . Pupils usually find that most of the details will be remembered anyway.

Except for very young children, reading silently with the lips should be eliminated. Students who read with their lips are reading word by word. This habit slows speed and comprehension. Persistent cases are asked to place a finger or pencil in their mouth to prevent lip movement. Many reminders are often necessary to discourage this habit.

Speed and Comprehension Chart (Words Per Minute)

W.P.M.	1	2	3	4	5	6	7	8
600								
580								
560								
540								
520								
500								
480								
460								
440								
420								
400								
380								
360								
340								
320								
300								
280								
260								
240								
220								
200								
100								

Suggested Curriculum Materials

Note: There are many curriculum material available for various purposes but I found these supplemental materials helpful in reinforcing basic skills.

Practice Developing Speed and Comprehension

Specific Skills Series-Richard A. Boning

Reading For the Main Idea and Drawing Conclusions, SRA/ McGraw Hill 1- 800 843-8855

For Practicing Oral Reading

New Practice Readers, Anderson, Stone, and Burton. Webster Division, McGraw Hill Book Co. Books A, B, C, D, E, F. G. Levels 2.0 to 6.8

2-7 1-800 843-8855

For Reinforcing Speed and Comprehension

McCall -Crabbs, Standard Tests Lessons In Reading. Robert Starr. Teachers College Columbia University. Books A. B, C, D, Levels 2 through 8.

Reading For Content and Speed. Carol Einstein

Book 1,2,3,4. Levels 3 through 6.

Educator's Publishing Service, Inc. 75 Moulton St. Cambridge, Mass. 02238-9101

Reading Comprehension in Varied Subject Matter, Jan Ervin. Grade 3-12

Educator's Publishing Service, 75 Moulton St, Cambridge Mass.

1-800-2225-5750

Reading Drills For Speed and Comprehension

Beginning, Middle and Advanced Levels

Reading levels 4 through 10. by Edward Fry

Jamestown Publisher, P.O. Box, 9168, Providence, R. Island

Handwriting

Student's book and teacher's manual.

Zanor Blossor, Columbus, Ohio, Walter Barbe, Editor

Further Reading For Parents & Teachers

Reinforcement Theory for Teachers by Dr. Madeline Hunter

TIP Publications, Box 514, El Segundo, Ca. 90245. (Positive Behavior Reinforcement)

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APPENDIX 1

Polynesian Children From Tonga

Tonga children use the long and short sounds of vowels with many variants of sound. Their language does not contain all the consonants used in the English language. There is a variability of sounds among consonants. Syllables may begin with a vowel or consonant, but syllables must always end with a vowel. Polynesians show a distaste for the use of consonants.

Check beginning and ending consonants, especially ending consonants. Check for the sounds /of these consonants: b, c, d, f, g, m, s, t, v, x, z, y. Tonga children do not use these sounds in their language (check w, h). They must know the correct vowel and consonant before they can read efficiently.

bab beb bib bob bub - dac dec dic doc duc
cad ced cid cod cud - (use k or c sound)
gaf gef gif gof guf - gag geg gig gog gug
mam mem mim mom mum - sas ses sis sos sus
tat tet tit tot tut - vav vev viv vov vuv
bax bex bix bux - zaz zez ziz zoz zuz
yan yen yin yun - hap hep hip hop hup

All the vowels in these words are short because they are surrounded by two consonants.

Kayan - Second Grade
Polynesian Child From Samoa and Tonga

Initial testing - Kayan reads slowly word by word. She has no attack skills and reads by sight only. She has great difficulty recognizing and pronouncing words. Her comprehension is good considering her inefficient reading skills.

After working with Kayan for a short time period, I noted that she had difficulty pronouncing beginning and ending consonants. She came up with sounds I have never heard before. I found that she had a Samoan father and Tonga mother. She reverses letters. Especially b and d.

According to the encyclopedia, Polynesian children use short and long vowel sounds with many variations of vowel sounds. Their alphabet does not include all the consonants we use in the English language. B, c, f, g, m, s, t, v, w, x, z are not used. Also their use of consonant sounds are varied. In the Polynesian language, syllables may begin with a vowel or consonant but the ending sounds always end in a vowel. Their language has a distaste for consonants. Tonga children would have difficulty reading by the sight method, as do all children.

With this knowledge, I was able to focus on Kayan's reading problem. She needed more time to learn the correct sounds of vowels and consonants. Kayan is now reading simple paragraphs with almost no errors. At one time, I was having her write a sentence that I was dictating. I discovered that she was reading sentences upside down from my paper with apparent ease. She can now recognize words with long and short vowel sounds. She should eventually become an excellent reader.

Kay - Second Grade
Polynesian Student From Tonga

Initial testing - Kay has great difficulty reading basic sight words. She reads slowly, word by word, with no word attack skills. Her comprehension is pretty good considering she has difficulty reading words. She can pronounce one syllable words using the short sound of the vowel.

After the first week, I noted Kay had little difficulty differentiating between long and short vowel sounds. She quickly learned word attack skills. Kay occasionally reverses letters (b and d). She learns with little effort. She is learning basic reading skills and has excellent handwriting.

Reinforcement of these skills is necessary. After a three day absence, a review of the sounds was necessary, especially the short vowel sounds. Over learning these skills is necessary until they become automatic. Kay should become an excellent reader.

Appendix 2
READING QUESTIONNAIRE CHECK SHEET

The purpose of this questionnaire is to have students answer questions about the reading process. Not only does the examiner find important information, but the pupil learns to set goals for himself. The column at the far left is your sophisticated reader, and the column on the far right is your poor reader. Have the student check the appropriate place on the continuum. Every few months the pupil can re-check this questionnaire to note progress.

Is an excellent speller. Knows the sounds of syllables & Can syllabicate words with ease.	Can spell fairly well. Knows the sounds of Most syllables	Very poor speller. Spelling is a frustrating experience.
10---------------9---------------8	7---------------6---------------5	4---------------3---------------0
Is an avid reader. Likes to read library books, newspapers, etc.	An occasional reader. Reading is a task to be tolerated.	Rarely reads library books, newspapers. Reading is an unpleasant task to be avoided.
10---------------9---------------8	7---------------6---------------5	4---------------3---------------0
Reads with a good Rhythm. Reads in thought groups..	Reads partly in phrases and partly word by word. Rhythem is uneven.	Reads slowly, almost word for word
10---------------9--------------8	7---------------6---------------5	4---------------3---------------0
Reads quickly and easily with good comprehension at 400 to 500 w.p.m.	Reads quickly with an average speed of 250 to 350 w.p.m. with good comprehension.	Reads slowly at about 100 to 200 w.p.m. Poor comprehension.
10---------------9---------------8	7---------------6---------------5	4---------------3---------------0

Reads with few regressions. Rarely re-reads sentences for meaning.	Occasionally regresses to re-check sentences or phrases for meaning.	Often regresses to re-check words or phrases for meaning.
10--------------9--------------8	7--------------6--------------5	4--------------3--------------0
The head is motionless while reading. The only movement are the eyes that move over the page of print. (Like the clicking of a camera lens)	Occasionally moves head while reading. (If this were a camera, some pictures would be blurred or unclear.)	Most of time moves head back and forth while reading. If this were a camera, all pictures would be unclear.
10--------------9--------------8	7--------------6--------------5	4--------------3--------------0
Reads exactly what is written on the page with precision.	Does not read with accuracy Occasionally guesses Sometimes inserts or deletes words.	Often guesses. Omits, substitutes, repeats mispronounces or deletes words
10--------------9--------------8	7--------------6--------------5	4--------------3--------------0
Reads with his eyes and mind. Reads fluently.	Occasionally reads with lips.	Reads with lips slowly. Reads word for word.
10--------------9--------------8	7--------------6--------------5	4--------------3--------------0
Eyes fixate at a line of of print 3 or 4 times per line.	Eyes fixate at a line of of print 5 or 6 times per line.	Eyes fixate at a line of of print 10 or 12 times per line.
10--------------9--------------8	7--------------6--------------5	4--------------3--------------0
Is conscious of reading quickly moving thoughts. Is totally concentrated on the task of reading.	Fair concentration. Mind wanders often while reading.	Poor concentration. Easily distracted by outside noises and events.
10--------------9--------------8	7--------------6--------------5	4--------------3--------------0
Is a sophisticated reader. Reads mainly for for the main idea. Remembers most details.	Reads all materials with the same rate of speed. Does not read efficiently.	Reads the text almost words for word. Reads for details.
10--------------9--------------8	7--------------6--------------5	4--------------3--------------0

APPENDIX 3

Lesson Plans

Because the variety of lessons and the incremental plan of the program, it is necessary to keep an accurate record of progress. Below is provided a sample lesson plan:

Name________________Date________

1. The Alphabet
Page ____________

2. Spelling and Phonics

3. Associating Spelling
With Reading

4. Introduction to
Syllabication

5. Syllabication Exercises

6. Basic Skill Review

7. Mechanics of Reading

8. Developing Speed
& Comprehension

9. Stories For Beginners

10. Reinforcing Skills
Commercial Material

Main Idea

Drawing Conclusions

Oral Reading

Comprehension
(silent reading)

Pleasure Reading
Library Books

Why Thomas Can Read

Dear Mr.. McCarthy:

I came across an article of yours in a journal called Reading Improvement and was excited to read about your study.

I am presently a student at a University. (majoring in Elementary Education) and am also a mother of a child who [is in fourth grade and] cannot read.... I am frustrated beyond belief with a school system that seems to be non-responsive (at best) or deliberately ensuring failure (at worst).

PLEASE, PLEASE will you let me know how to find out about your reading program. My professors here at the university... are strongly anti-phonics.... I have looked into the commercially available phonics programs and recoiled in disgust. (I can see why my professors express distaste for phonics).... I am desperate to teach my daughter how to read.

Yours sincerely, Mary

Mary's letter, like many Kenneth McCarthy has received, expresses a desperation common to many American parents whose children are not learning to read at school. In 1994, the National Assessment of Educational Progress [NAEP] found that 40% of fourth graders had reading problems. Equally alarming, the number of public school students classified as learning disabled has ballooned from 800,000 (1.8% of the total) in 1975 to 2.6 million, or 4.3% today (*Time*, September 14, 1998).

These figures indicate a problem of crisis proportions – a crisis that has created a huge market for McCarthy's book. This audience includes:

- frustrated parents like Mary whose children are not learning to read at school;
- parents who are home-schooling their children (according to Mark Brandly, a fellow at the Ludwig von Mises Institute, 1.23 million students are home- schooled in the United States, and this number is growing rapidly [*Wall Street Journal*, 1997]);
- teachers who are unhappy with the current reading systems used in schools;
- teachers of learning disability students as well as deaf and otherwise handicapped students;
- university professors who teach reading;
- and virtually anyone who is concerned about literacy levels in the United States today.

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